

University Of Alberta



0 0001 15802 97

TEACHER'S
EDITION



CURRICULUM

PE
1117
T49
1977
gr.03
lev.7
wkbk.
tch.ed.
C. 2

CURR

SPRINGBOARDS 2

Elizabeth A. Thorn
Joan M. Irwin

Acknowledgments

"Smoke Animals" by Rowena Bennett. Copyright © 1968 by Rowena Bennett. Reprinted by permission of Kenneth C. Bennett.

"March." Reprinted with permission of Macmillan Publishing Co., Inc., from *Summer Green* by Elizabeth Coatsworth. Copyright © 1948 by Macmillan Publishing Co., Inc., renewed 1976 by Elizabeth Coatsworth Beston.

"Salmo" (the Salmon Game) from *Owl*, the Canadian magazine for children (summer 1977), published by the Young Naturalist Foundation. Reprinted by permission.

Poems on page 5 by Remy Charlip, from *Arm in Arm*, Perpetua Press and reprinted in *Puffin Annual 1*, © Penguin Books Ltd. 1974

Illustrated by Jock MacCrae

Ex LIBRIS
UNIVERSITATIS
ALBERTAENSIS



COPYRIGHT © GAGE EDUCATIONAL PUBLISHING LIMITED, 1978
PRINTED AND BOUND IN CANADA

All rights reserved—no part of this book may be reproduced in any form without permission in writing from the publisher.

Reproducing passages from this book by mimeographing or by photographic, electrostatic, or mechanical means without the written permission of the publisher is an infringement of copyright law.

ISBN 0-7715-5973-9

1 2 3 4 5 6 7 8 9 AP 81 80 79 78

gage EDUCATIONAL
PUBLISHING LIMITED
Toronto • Vancouver • Calgary • Montreal

LIBRARY
UNIVERSITY OF ALBERTA

Guess What?

Read each riddle. Read the answers at the bottom of the page.
Write the number of the correct answer in the box.

What kind of a bath do you take without water?

10

What happens when an owl loses its voice?

17

What kind of apple has a bad temper?

6

What is another name for a fast duck?

13

Why did the invisible man look in the mirror?

15

Why is a television set like a railroad crossing?

11

What birds make the most noise?

2

What do you do if you smash your toe?

16

What did the banana do when the monkey chased it?

12

Why are elephants grey?

9

What color is rain?

8

What always works with something in its eye?

5

Which is the hardest kind of bean to grow?

14

What kind of bow cannot be tied?

7

What kind of house weighs the least?

1

What is the best way to catch a squirrel?

3

Why are spiders like tops?

18

Where does a fish keep its money?

4

Answers

1. a lighthouse
2. whooping cranes
3. sit in a tree and act like a nut
4. in a river bank
5. a needle
6. a crab apple
7. a rainbow
8. water color
9. so you can tell them from carrots

10. a sun bath
11. It makes people stop, look, and listen.
12. the banana split
13. a quick quack
14. a jelly bean
15. to see if he still wasn't there
16. call a tow truck
17. It doesn't give a hoot.
18. because they spin

2761906

Objective: Interpret riddles; make inferences.

Directions: See pupil directions.

When two things are compared, add -er to the word. When more than two things are compared, add -est.



big

bigger

biggest



fat

fatter

fattest

swift

fresh

hard

kind

strong

strange

thin

rude

slow

polite

loud

low

clear

weak

sharp

close

wide

straight

tame

smooth

1. Choose a right list word for each blank. Add -er or -est to the word and write it on the line.

We listened to all the spells and then decided Walter had made the

strangest one. (or other responses that can be justified)

Liv used a ruler so the line in her book was straighter than the one in mine.

The angry man was ruder (or louder) than anyone Bron had ever met.

The sick puppy couldn't eat and seemed to get thinner and weaker every day.

Mom told me to buy the freshest peas and beans at the market.

Choose the sharpest pencil in the box to finish your work.

2. Write each list word in your notebook and add -er and -est to it. Write sentences with three of the words you made by adding these endings.

Individual responses

Objective: Write words with -er and -est; use comparatives to complete sentences.

Directions: Teacher-directed activity. See *Teacher's Sourcebook*, Unit 58, Activity 3. Direct pupils as they complete statements and write words at the top of the page. Have them complete the rest of the page independently. Point out to pupils that more than one word may be right for each blank.

Complete the sentences.

Individual responses (Have pupils read their completed stories to the group.)

If I owned Aladdin's lamp with its wonderful genie I'd use it a lot. No matter what I asked the genie to do, he'd have to obey me.

Why, on Saturday morning, I'd rub the lamp and say, "Genie, _____
_____ and _____
and _____."

The genie would _____.

At school, I'd rub the lamp and say, " _____
_____."

After dinner, I'd rub the lamp and say, " _____
_____."

I might lend the lamp to the teacher sometimes, too. The teacher would rub it and
say, "Genie, _____
and _____ and
_____."

The genie would have to obey.

I might also lend it to other people, and the genie would have to obey them, too.

My mother would say, " _____."
_____ would say, " _____."
_____ would say, " _____."
_____ would say, " _____."

Always, the genie would _____
_____.

Objective: Relate a story to personal experiences; complete sentences; recognize core vocabulary.

Directions: Use after "The Genie." Pupils imagine they own Aladdin's lamp and tell *their* story. Then they complete the sentences from their own imaginings.

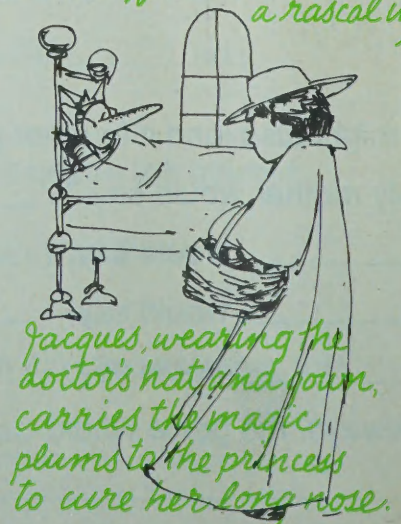
Think about the story "The Princess of Tomboso." Look at each of the pictures and write that part of the story as a play. *Individual responses (Have pupils read their completed "play-parts" to each other and discuss the dialogue.) The pictured incidents are identified*

Princess

Jacques

Princess

Jacques



Objective: Recall a story; write dialogue for a play.

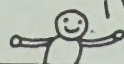
Directions: See *Teacher's Sourcebook*, Unit 58, Activity 5. Pupils recall the story and their dramatization of it. Then, in play format, they write dialogue to accompany the pictures.

Read the poems.

I
want
a
sandwich
with
some
ham
and
some
cheese
and
some
mustard
and
some
salt
and
some
pepper
and
some
tomato
and
some
lettuce
and
some
mayonnaise
and
some
ketchup
and
some
relish
and
yes
some
bread.

IT NO GNITS
OF STRING WITH
A SMALL PIECE
OF STRING WITH
A SMALL PIECE
OF STRING WITH
A DINOSAUR ON IT
CARRYING A SMALL
PIECE OF STRING

IT NO GNITS
OF STRING WITH
A SMALL PIECE
OF STRING WITH
A SMALL PIECE
OF STRING WITH
A CAT ON IT
CARRYING A SMALL
PIECE OF STRING
WITH A HORSE
ON IT CARRYING
A SMALL PIECE
OF STRING WITH
A RHINOCEROS
ON IT CARRYING
A SMALL PIECE
OF STRING WITH
A WORM ON IT
CARRYING A SMALL
PIECE OF STRING
WITH A DOG ON
IT CARRYING A
SMALL PIECE OF
STRING WITH A
BIRD ON IT
CARRYING A
SMALL PIECE
OF STRING



I WANT A SMALL
PIECE OF STRING
WITH AN ANTON
IT CARRYING
A SMALL
PIECE OF
STRING

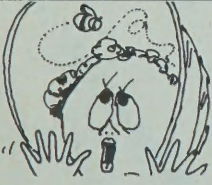
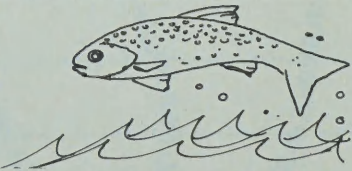
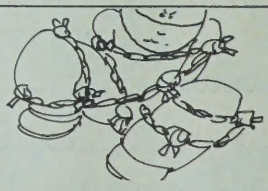


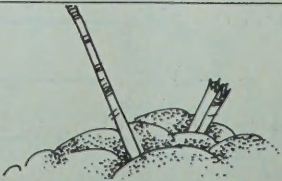
Objective: Reading a poem; writing a poem.

Directions: Teacher-directed activity. See *Teacher's Sourcebook*, Unit 58, Activity 8.

Read the sentences and think about the meanings of the underlined words.
Mark an X in the box beside the words that tell what the underlined phrase means.

- Perry felt like a fish out of water when his cousin took him to hockey practice.
He'd never skated in his life.
☒ very uncomfortable ☐ excited ☐ worried
- "You must have caught cold when you went camping, Debbie," her mother said.
☐ got really cold ☒ begun to sneeze and sniffle ☐ frozen your fingers
- "Oh dear," said Lydia. "I get all tied up in knots when I have to stand on the stage and read to the whole school."
☐ pleased ☒ nervous ☐ excited
- "Don't expect Tom to go camping with us. He is a real stick-in-the-mud," Sam said.
☐ is lazy ☐ doesn't like camping ☒ doesn't like to do different things
- "Okay, Sam," Trudy answered. "Just because you have a bee in your bonnet about camping, don't expect everyone else to feel the same."
☐ are worried about ☒ can't think of anything but ☐ are interested in
- The children were all on pins and needles while they waited for the judge to announce the winner.
☐ worried ☐ satisfied ☒ excited

Write one of the underlined phrases under each picture.

		
<i>a bee in your bonnet</i>	<i>a fish out of water</i>	<i>all tied up in knots</i>
		
<i>caught cold</i>	<i>on pins and needles</i>	<i>a real stick-in-the-mud</i>

Objective: Understand idiom.

Directions: See *Teacher's Sourcebook*, Unit 58, Activity 9. Pupils mark an X in the box beside the word or phrase that means the same as the underlined idiom. Then they write an underlined phrase under the picture that shows its literal meaning.

Think about the story "The Plant from Mars" and answer the questions.

1. Give two reasons why Denise was surprised when the parcel came. _____
① The parcel came Special Delivery from Mars.
② The label said "Open Before Christmas."
2. Describe the seed that was in the parcel. *The seed looked like a blue-gray pearl and was as large as a pigeon's egg.*
3. Why was Pierre surprised by the gift? *Pierre was surprised that Denise really had received a package from the coupon he had sent to the magazine.*
4. How did the tree look the first morning? *The tree had grown right up to the ceiling. The trunk was silver and covered with silver coils.*
5. How did the tree look when Denise brought her friends to see it?
All the things that Denise had left lying around were in the coils of the tree.
6. What things did the tree collect? *An old pair of jeans, an arithmetic book, a sock, a blouse, a slipper, hair ribbons, and a box of modelling clay.*
7. How did Denise try to destroy the tree? *Denise tried to cut the coils with scissors, and with a knife, and then she tried to chop the trunk with Pierre's Boy Scout axe.*
8. Pretend you are Denise, writing a letter to a friend. What would you write about the tree, the day it took your arithmetic book?
Individual responses (indicating anger and impatience at the tree.)
9. What would you write about the tree a month later?
Individual responses (indicating pleasure in telling the strange story about an amazing plant.)

Objective: Recall story detail; form sensory impressions.


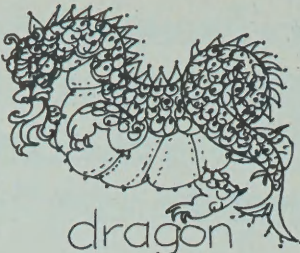


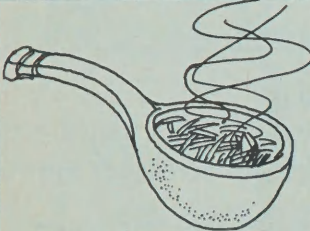


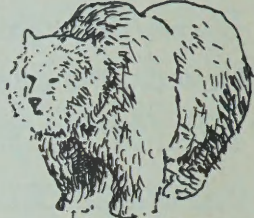

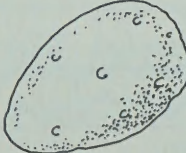
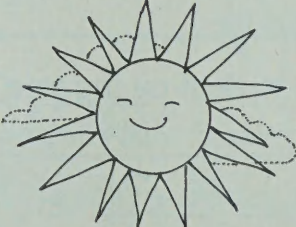
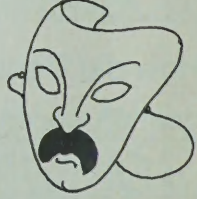
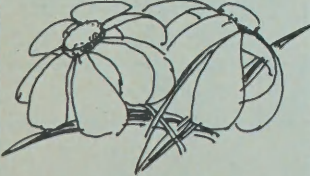
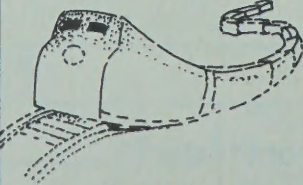
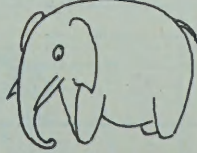
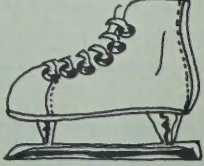
Directions: Use after "The Plant from Mars." Pupils recall story and write answers to the questions.

For each of the words below the pictures:

Write the number of vowel letters in the

Write the number of vowel sounds in the

Write the number of syllables in the

<p>Example:</p>  <p>book</p> <p>1 <input type="text" value="2"/> <input type="text" value="1"/> <input type="text" value="1"/></p>	 <p>dragon</p> <p>2 <input type="text" value="2"/> <input type="text" value="2"/> <input type="text" value="2"/></p>	 <p>nest</p> <p>3 <input type="text" value="1"/> <input type="text" value="1"/> <input type="text" value="1"/></p>	 <p>genie</p> <p>4 <input type="text" value="3"/> <input type="text" value="2"/> <input type="text" value="2"/></p>
 <p>pipe</p> <p>5 <input type="text" value="2"/> <input type="text" value="1"/> <input type="text" value="1"/></p>	 <p>basket</p> <p>6 <input type="text" value="2"/> <input type="text" value="2"/> <input type="text" value="2"/></p>	 <p>raccoon</p> <p>7 <input type="text" value="3"/> <input type="text" value="2"/> <input type="text" value="2"/></p>	 <p>bear</p> <p>8 <input type="text" value="2"/> <input type="text" value="1"/> <input type="text" value="1"/></p>
 <p>mouse</p> <p>9 <input type="text" value="3"/> <input type="text" value="1"/> <input type="text" value="1"/></p>	 <p>potato</p> <p>10 <input type="text" value="3"/> <input type="text" value="3"/> <input type="text" value="3"/></p>	 <p>sun</p> <p>11 <input type="text" value="1"/> <input type="text" value="1"/> <input type="text" value="1"/></p>	 <p>mask</p> <p>12 <input type="text" value="1"/> <input type="text" value="1"/> <input type="text" value="1"/></p>
 <p>daisies</p> <p>13 <input type="text" value="4"/> <input type="text" value="2"/> <input type="text" value="2"/></p>	 <p>train</p> <p>14 <input type="text" value="2"/> <input type="text" value="1"/> <input type="text" value="1"/></p>	 <p>elephant</p> <p>15 <input type="text" value="3"/> <input type="text" value="3"/> <input type="text" value="3"/></p>	 <p>skate</p> <p>16 <input type="text" value="2"/> <input type="text" value="1"/> <input type="text" value="1"/></p>

Objective: Assessment — Identify vowel letters and vowel sounds; determine number of syllables.
Directions: Interpret key for pupils. Read the directions with the pupils to make sure they understand. Then have pupils look at the first picture to see how it is to be done.

Read the story.

The Green Apple Mystery Story

Tony Brady

It was a beautiful summer day in July and a perfect day for a garden party. Kevin was celebrating his ninth birthday. His friends had all arrived and were playing games in the garden. Megan, Kevin's sister, came out of the house and announced that Uncle Tony had arrived with a large box. The children rushed into the house to see what Uncle Tony had brought for Kevin.

Uncle Tony sat in a big chair next to the fireplace. "Happy birthday, lad!" said Uncle Tony, shaking Kevin's hand and giving him the gift.

"Thank you, Uncle Tony," Kevin said, and lost no time in opening the box. "A junior detective set! Thanks, Uncle Tony!"

All the children crowded around the box. The junior detective set had dusting powder and a brush to find fingerprints. It had a large magnifying glass for finding clues and a long measuring tape to measure distance.

Then Uncle Tony said, "Let's go out to the garden and have our cake and ice cream now."

When they arrived in the garden, they were surprised to see a chair under the apple tree and a large branch broken off the tree. Several green apples were on the ground, and some had been eaten.

During the excitement of Uncle Tony's arrival, someone had gone into the garden and raided the tree, even though the apples were not yet ripe. They were still green! Who would have done such a thing?

"I'll find out," said Kevin. "I'll use my junior detective set."

Kevin took out his large magnifying glass. He looked at the bark above the chair where the guilty party had climbed to the branch that was broken.

"Ha! Ha!" said Kevin. "Whoever climbed the tree had white shoes on. There are white shoe marks on the tree."

Kevin looked over his guests and noted that seven of them were wearing white shoes. That made seven suspects. Then Kevin took out his measuring tape. He carefully measured the distance between the chair and the broken branch.

"The suspect has to be over 122 cm to be able to reach the branch," he said, looking over the group wearing white shoes.

Four of the children wearing white shoes were over 122 cm tall. Kevin had narrowed down the suspects to four of his guests.

Objective: Read a story; note details; make inferences.

Directions: Pupils read the story and complete the exercise on page 10. Then they discuss their answers.

Just then Kevin's mother appeared and said, "Cake and ice cream, everyone!"

All the children ran to the picnic table and began eating.

Kevin was still puzzling over his clues when Megan announced that she knew who the culprit was.

"How do you know?" asked Kevin.

Megan picked up the large magnifying glass and looked through it. "Richard is the culprit," she said.

"What proof do you have?" asked Kevin.

"Well!" she said. "He's wearing white shoes. He's over 122 cm tall — and his face looks green to me. Everyone knows if you eat green apples you get sick. Besides, Richard is the only one who didn't eat his cake and ice cream."

All the children laughed, except Richard. He just turned greener.

List the clues Kevin and Megan used to solve the mystery.

Kevin's Clues

white marks on the tree
seven children wearing
white shoes
distance between chair and
branch
Four children were over 122 cm

Megan's Clues

white shoes
height - over 122 cm
Richard didn't eat cake
and ice cream

Why was Megan able to solve the mystery?

Megan realized that anyone who ate green apples
wouldn't feel very well. She looked for the person
who wasn't eating cake and ice cream.

Read the directions for the game.

Cat and Mice

Children who live in the Philippine Islands like to play a game called "Cat and Mice." The leader in the game is called "the cat." The other players are called "mice." The mice sit in a small circle around the cat. The cat sits in the centre. Near the cat is a pile of sticks, stones, or whatever else the group agrees on. The mice try to steal the objects from the cat without being seen.

Everyone remains seated. One of the mice tries to hold the attention of the cat. The others try to snatch an object from the pile and toss it outside the circle before the cat can tag them.

If the cat tags a mouse before the object is outside the circle, that player must change places with the cat. If the mice get all the objects without being tagged, the game starts again with the same cat.

1. In your notebook draw a diagram that helps to make the directions for "Cat and Mice" clear.
2. Find words in the directions in which you hear the same vowel sound as in each key word. Write them on the lines. Circle the letters that represent the vowel sound.



hand	cat	snatch	can	tag
thin	there	on	in	set (sticks, if children)
why	islands	who	mice	pile (try, tries, side)
box	called	small	on	objects (from, toss)
found	around	without	outside	
be	leader	near	agrees	steal (seen, being, seated)
moon	who	group		
hold	stones			
day	play	game	remains	player
	change	places	some	

Objective: Assessment — Read directions; associate vowel sounds and symbols.

Directions: See pupil directions.

Read the story.

It was our first camping trip. I was sleepier when I woke up than I had been the night before. My sleeping bag was on the lumpiest spot in the tent, and the flies were biting all night long. I soon learned we should have left our pets at home. The dog chased two little bunnies I was watching, and the cat tried to catch a robin that was singing to us. I said I was hungry, and Mom said I'd be a lot hungrier if I didn't find something for our breakfast. She told me to pick blueberries and wild cherries, while she fried the fish and Dad carried some water from the spring. I thought it would be easier to get the water, but Dad said a pail of water was a lot heavier than a pail of berries. So I picked berries and cherries and some daisies, too. The daisies weren't for eating. They were to make the camp prettier for breakfast. When you haven't had much sleep and you're covered with fly bites, daisies can be "pretty" important.

Write the roots of the underlined words on the lines below.

<u>sleepy</u>	<u>hungry</u>	<u>easy</u>
<u>lumpy</u>	<u>blueberry</u>	<u>heavy</u>
<u>fly</u>	<u>cherry</u>	<u>berry</u>
<u>bunny</u>	<u> fry</u>	<u>daisy</u>
<u>try</u>	<u>carry</u>	<u>pretty</u>

Answer the questions.

Does the writer like camping? No

How did the pets misbehave? The dog chased rabbits and the cat tried to catch a robin.

Why didn't the writer sleep well? She didn't sleep well because there were lumps under the sleeping bag.

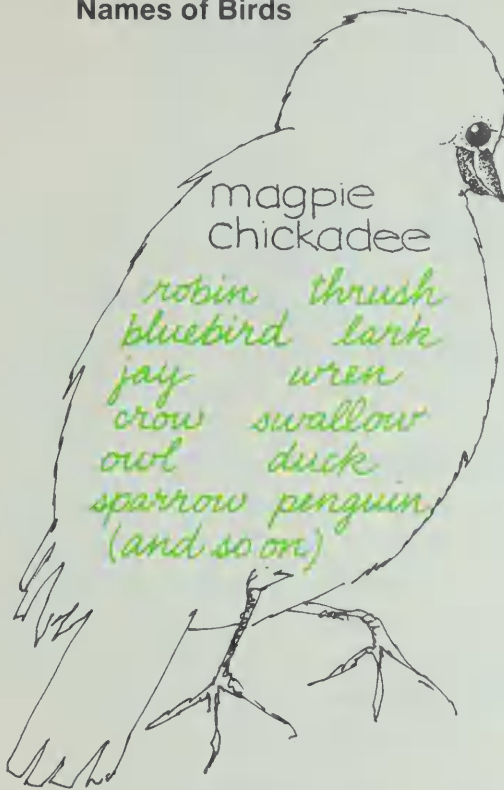
Objective: Assessment — Recognize inflected forms of words; identify root words ending in -y; interpret a paragraph.

Directions: Pupils read the paragraph and write the roots of the underlined words on the lines. Then they write answers to the questions.

Read the four headings and the example words for each. Under the example words, write more words that fit the heading.

Bird Words

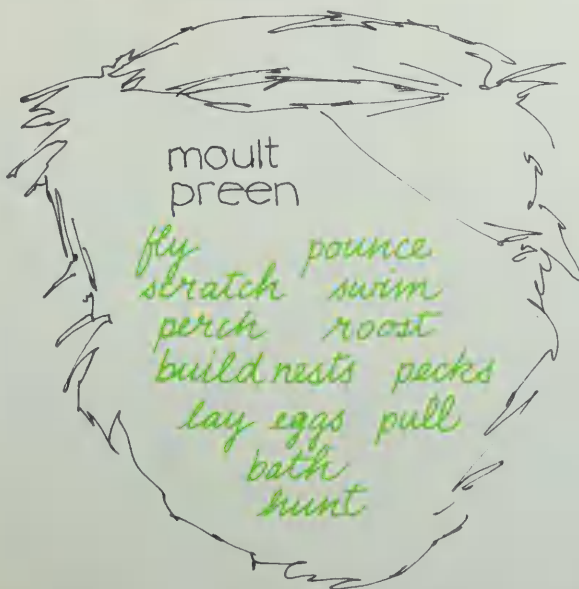
Names of Birds



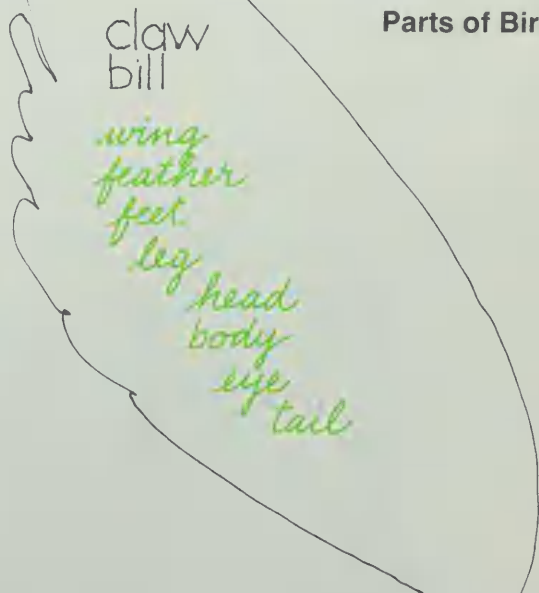
Sounds Birds Make



What Birds Do



Parts of Birds



Objective: Write words related to topics.

Directions: See pupil directions. Be sure pupils understand that the words they write under each heading must all belong to that category. Have pupils discuss their word lists.

Read the paragraphs.



The loon is a large water bird with a long, pointed beak. It has a spotted black and white body and a snowy chest. Around its long black neck are two bands of white spots. These are sometimes called "the loon's necklace." The loon summers on northern lakes. It prefers lakes that are away from people. The loon dives beneath the clear water to catch bass and pickerel, which it likes to eat. In the evening it often dashes back and forth across a lake, splashing the water and calling its loud, lonely call. Some people say the loon's call sounds like a slow yodel.



The chickadee is a tiny grey bird about 8 cm long. It has a black cap and bib. The chickadee never seems to mind the hardships of a Canadian winter. In fact, it is in the winter that it is seen most often, hopping about and singing its cheerful song — "chick-a-dee-dee." The chickadee is a friendly bird that trusts people and often visits bird-feeding stations. It likes suet, peanut butter, and sunflower seeds. If it must find its own food, it searches for seeds of plants and for insects in trees.

Complete the charts.

The Loon		The Chickadee	
Appearance	black and white spots	Appearance	tiny - grey body
	white chest - long neck		black on head and chest
	two bands of white spots around neck		8 cm long
Home	lonely northern lakes	Home	Canada - near people
Food	fish	Food	seeds, suet, peanut butter, sunflower seeds
Call	like a yodel	Call	"chick-a-dee-dee-dee"

Objective: Read informational content; record supporting details.

Directions: Have pupils read each paragraph and then complete the charts by recording the appropriate details for each heading.

Someone prepared a feast for the birds in “The Birds’ Party.” You can help birds in other ways. Read the paragraphs to find out how to help a baby bird in other ways.

Helping Birds

A baby bird that has fallen out of its nest will be in danger from cats and dogs. It will also be frightened. Here are some ways to help it.

1. Try to move it to a safer place. Catch it gently and hold it in both hands.
2. Try to put the baby bird back in its nest, if the nest is nearby and easy to reach. Make sure that you find the right nest. The other baby birds in the nest should look like the one you have found.
3. Try to calm the baby birds if they are frightened. Hold your hands or a hat over the nest for a minute or two.
4. Put the bird in a bush if you cannot find its nest.
5. Sometimes the baby bird won’t stay in the nest or bush. Try putting it back several times. If this doesn’t work, leave the baby bird alone. Its parents will probably come back to look after it.

Sometimes birds crash into windows and knock themselves out. Here are some things you can do to help.

1. Get a cardboard box.
2. Pick up the bird gently and put it into the box. Close the lid to make it dark inside the box.
3. Take the box to a safe, quiet place in your house.
4. Leave the bird in the dark box for an hour or two. Don’t peek at the bird and don’t try to feed it. Just let it rest quietly.
5. Take the box outside to a spot with trees or bushes.
6. Open the box. The bird will probably fly away to the nearest tree or bush.
7. Sometimes the bird will be badly hurt and will die. Wrap it in paper, and then bury it or put it in the garbage. Maybe you’ll feel upset because the bird died—but you have done everything possible to save it.

-
1. Why is it sometimes difficult to return a baby bird to its nest?

It might not be easy to find the right nest.

The bird might be so frightened that it won't stay in the nest.

2. Why should you leave the baby bird alone if it won’t stay in the nest or bush?

Its parents will likely come back to look for their baby.

3. Why should you put an unconscious bird in a box?

To protect it and let it rest quietly.

4. How long should you leave the bird in the dark box?

For an hour or two.

Objective: Read informational content; understand details; make inferences.

Directions: Pupils read the paragraphs and answer the questions. Then they discuss their answers.

Read the story and answer the questions.

The Mixed-up Owl

Ernest Miles

There's one owl that doesn't roost in trees like other owls. Strange as it may seem, it lives underground. Sometimes it will use burrows already made by skunks or badgers. In places where there aren't any holes made by animals, the burrowing owl will make its own. It digs a hole about 10 cm across. Then it makes an underground tunnel about 300 cm long.

The burrowing owl likes open treeless spaces. It lives in the southern parts of Alberta, Saskatchewan, and Manitoba.

This small brown bird is about 20 cm long. It is a funny-looking creature. It has a round, smooth head and a short stubby tail. Its long bare legs make it look like an elf.

When it is disturbed, the owl bobs up and down like a bouncing ball. Some-

times it bows. Thus, this little owl is also known by the name "bowing owl." "Howdy owl" and "ground owl" are some other names for it.

Both adult and young burrowing owls are very hungry creatures. They'll eat more than their own mass in a day if they can find enough food. They eat mice, beetles, and even small birds. Like other owls, the burrowing owl spits up "owl pellets." These pellets are the fur, feathers, and bones of animals that the owl has eaten. It cannot digest these parts. Hundreds of pellets can be found easily at the entrance to the owl's burrow.

The burrowing owl does most of its hunting at night, but it also comes out in the open during the day. It loves the sunshine, and will often sit on a mound of earth or a low fence post enjoying the fine weather.

1. Why is "mixed-up" a good word to describe the burrowing owl?

It is mixed-up because most birds do not live under the ground.

2. How is the burrowing owl like other owls?

It eats the same kind of food and spits up "owl pellets."

3. How is it different from other owls?

It is different because it lives in burrows underground.

4. Why is it called the "bowing owl"?

It bobs up and down when it is disturbed.

5. Why is it called the "ground owl"?

It is called a ground owl because it lives underground.

6. When would be the best time to see a burrowing owl?

The best time to see the owl is when it is sitting outside enjoying the sun.

Objective: Read informational content; understand details; make inferences.

Directions: Pupils read the selection and answer the questions. Then they discuss their answers.

Read the poems and answer the questions.

Smoke Animals

Rowena Bastin Bennet

Out of the factory chimney, tall
Great black animals like to crawl.
They push each other and shove and crowd.
They nose the wind and they claw a cloud,
And they walk right out on the empty sky
With their tails all curled and their heads held high;
But their terrible fierceness is just a joke
For they're only made of a puff of smoke.

1. What does the factory smoke look like to the poet?

The smoke looks like big black animals.

2. How do the "animals" behave? *They push and shove and smell the wind and walk out into the sky.*

3. Why do they seem fierce? *Their tails are all curled and they hold their heads high.*

4. Why aren't they really frightening? *They aren't really frightening because they're just smoke!*

5. What do you think the smoke from factory chimneys looks like?

Individual responses

March

Elizabeth Coatsworth

A blue day,
a blue jay,
and a good beginning.

One crow,
melting snow —
spring's winning!

1. What time of year is the poem about?

spring

2. What does the poet mean by "spring's winning"?

The warm weather in spring is chasing winter away.

3. Why does the poet choose a crow as a sign that spring's winning?

Crows come back early in the spring.

Objective: Interpret a poem; form sensory impressions; interpret figurative language, analogy.

Directions: Have pupils read the poems and answer the questions. If pupils have difficulty with poetry, you may want to discuss the poems before they answer the questions.

Read each sentence and think about the underlined word. Look at the three words below the sentence. Circle the word that means the same or almost the same as the underlined word.

1. The lemming lived in a snug little nest of dried grass.
rough cozy cool
2. It would run along one of its little tunnels to nibble the willow trees.
streams hills passages
3. Much of the shiny skin of the branches had been chewed away.
bark leaves nests
4. The sunlight made the snow glitter like twinkling stars.
sparkle drift dull
5. The lemming's feet were tired so it turned back.
swollen frozen weary
6. "You are the only bit of food I've seen," the owl said.
snack banquet feast
7. The owl danced with joy at the thought of eating the lemming.
licking hurting devouring
8. The lemming said the owl danced beautifully.
splendidly oddly clumsily
9. "That's very fine dancing!" the lemming panted.
gasped laughed shouted
10. The owl felt very pleased.
playful delighted uneasy
11. The owl bounded high off the ground.
plunged leaped spun
12. The lemming scuttled along the tunnel to safety.
shuffled galloped scurried

agile nimble; moving quickly and easily: *An acrobat has to be agile.*

airplane a flying machine driven by a propellor or jet engine.

animal any living thing that can feel and move: *Most living things are either animals or plants.*

bill¹ 1 a statement of money owed. 2 a piece of paper money, as a dollar bill.

bill² the mouth of a bird; a beak.

bird an animal that has wings and feathers: *A robin is a bird.*

bit¹ 1 a piece of metal put in a horse's mouth so its rider can control it. 2 a part attached to a tool for boring or drilling.

bit² a small piece.

blade 1 the cutting part of a knife. 2 a leaf of grass.

bleat the cry made by a sheep, goat, or calf.

bombardier a vehicle used for travelling over snow and ice.

climate the kind of weather a place has.

clip 1 cut; cut short with scissors. 2 cut a person's hair; cut the fleece of a sheep. 3 a rapid movement: *Our bus went at quite a clip.* 4 cut out of a newspaper or magazine.

club 1 a heavy stick used as a weapon. 2 a stick or bat used to hit a ball in some games: *golf clubs.* 3 a group of people who meet together.

coach 1 a large closed carriage with seats inside, pulled by horses. 2 a car for passengers on a train. 3 a bus. 4 a person who teaches sports or games.

cricket¹ an outdoor game played by two teams of eleven players each.

cricket² a black insect.



cricket³ a small low stool.



crow¹ 1 make the cry of a rooster. 2 make the happy sound of a baby. 3 boast.

crow² a large black bird with a harsh cry.

dart 1 a thin pointed object thrown by the hand. 2 move suddenly and swiftly.

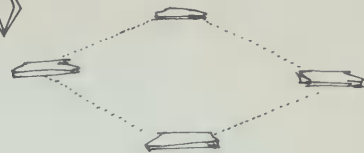


diamond 1 a hard stone of great value.

2 a figure shaped like this.



3 part of a baseball field.



dodo a large clumsy bird that was unable to fly: *There are no dodos living today.*



hail¹ 1 frozen rain; small roundish pieces of ice coming down in a shower: *The hail broke the plants.* 2 fall in hail: *Sometimes it hails during the summer.* 3 a shower resembling hail: *A hail of snowballs met them.*

hail² 1 a loud call; a shout. 2 call loudly to.

key 1 a small metal instrument for opening or closing a lock. 2 something that gives the answer to a puzzle. 3 one of the parts pressed by the fingers on a piano or a typewriter.

kingfisher a bright-colored bird with a large head and strong beak.



laundry 1 a place where clothes are washed and ironed. 2 clothes to be washed or just washed.

moult shed feathers or skin before a new growth: *Birds and snakes moult.*

muzzle 1 the nose, mouth, and jaws of a four-footed animal. 2 a cage of straps to put over an animal's head to keep it from biting.

predator an animal that lives by eating other animals.

preen smooth or arrange the feathers with the beak.

preserve 1 keep safe; protect. 2 prepare food to keep it from spoiling. 3 a place where wild animals or fish are protected.

spell¹ write or say the letters of a word in order.

spell² 1 words supposed to have magic power. 2 charm, enchantment.

spell³ a period of time: *There was a long spell of cold weather.*

Objective: Use the dictionary to find word meanings; choose meanings to fit sentence context; answer questions.

Directions: Teacher-directed activity. See *Teacher's Sourcebook*, Unit 59, Activity 19.

Read each sentence and look at the underlined word. Find the words on page 19. Decide which meaning fits the sentence. After the sentence, write the number of the meaning you chose.

1. I woke up when I heard the rooster crow. 1
2. Run out and hail the bus driver before he leaves. 2
3. Clip the newspaper report and pin it on the bulletin board. 1
4. Did you find the key to the mystery? 2
5. A tiny insect sat on the blade of grass. 2
6. He couldn't put the bit in the horse's mouth. 1
7. We couldn't practise because the coach was sick. 4
8. The diamond in her ring sparkled. 1
9. Give me the key and I'll open the door. 1

Answer the questions below. To help find the answers, look up the underlined words in the dictionary on page 19.

1. Which bird might you see some day, a dodo or a kingfisher?
a kingfisher
2. The coach said we couldn't play cricket because there were only eight of us. How many more players do we need for a team?
eleven
3. Birds lose their feathers when they moult. What other animal moults?
snake What does it lose? its skin
4. Where you live, what is the climate like at this time of year?
(Individual responses)
5. In what part of Canada might you travel in a bombardier?
in the northern part
6. What animals bleat? sheep, goat, calf
7. Is a bird an animal? yes

Think about the story "The Princess Swan." Answer the questions.

1. List four things you learned about Jimmy Bearfoot as you read the story.

*He loved the birds. He was not afraid to protect the birds.
He loved the stories his grandmother told. He was friendly.*

2. Do you think Jimmy and Tod will become good friends? *Yes*

Why? *They will become good friends because Tod wants to learn about and enjoy the things that Jimmy knows.*

(Or other acceptable responses.)

3. Which story that you have read in *Trampolines* do you think Jimmy would like best? *What Makes a Bird a Bird?*

Why? *because he likes birds*

4. How can you tell Jimmy has visited the princess swan often?

because he knew exactly the best place from which to see the swans.

5. The boys saw a flock of birds. Write a word that means a big group for each of the following animals.

a *pack* of wolves

a *crowd* of people

a *school* of fish

a *herd* of cattle

6. The words in the left-hand column of each box were all used in "The Princess Swan." In each box, draw a line from a word in the left-hand column to a word in the right-hand column that means the same or almost the same. The first one is done for you.

leaped	cure
wandered	sat
perched	remain
heal	jumped
stay	strolled

grazing	thought
swift	feeding
startled	answered
figured	fast
replied	surprised

A Lazy Donkey

Every week a merchant rode his donkey to town to get a load of salt. When he got there, he would tie up the donkey close to the market. Then he would give the animal some food and go off to get his bag of salt. He would tie the bag on the donkey's back, and they would set off on their way home. One week, the merchant had a special order of salt to fill, so he got two bags instead of just one. He tied both bags on the donkey's back, one above the other, and they set off. The load was very heavy. As they started across the narrow bridge close to town, the donkey stumbled and fell into the river. Even though it could swim, the animal took some time to get to shore. By the time it got there, the salt had dissolved in the water. So, the donkey found it now had a very light load to carry — just two empty bags!

Now, the donkey was a lazy animal — but a clever one. The next week, the merchant had another special order to fill. This time it was for two bags of sugar instead of salt. Once again, the mer-

chant tied the heavy load on the donkey's back and they set off on their way home. As they came over the bridge above the river, the donkey stumbled and fell into the water, this time on purpose.

By the time the animal had swum to shore, the sugar had dissolved. Once again, the donkey found it now had a light load on its back — just two empty bags. Every week the donkey fell into the river, and every week it had a lighter load to carry.

When the merchant realized the donkey was playing a trick on him, he found a clever way to get even. One week, instead of sugar or salt, he bought a load of sponges! The donkey was smart enough to think it must be a special load, because it was so light. But it wasn't smart enough to suspect a trick. So, as they came close to the bridge the donkey got ready to go into its stumbling act.

Finish the story.

Individual responses that indicate pupils understand that sponges will soak up water and the donkey's load will get much heavier, instead of lighter.

Objective: Interpret a story; write a story ending; recognize core vocabulary.

Directions: Have pupils read the story and discuss the donkey's cleverness. Clarify the meaning of sponges. Then have pupils write the ending. For core vocabulary exercise, see *Teacher's Sourcebook*, Unit 59, Activity 22.

Read each riddle. Find the answer at the bottom of the page. Write the number of the answer on the line.

1. What did the jack say to the car? 11
 2. Why did the horse go over the hill? 10
 3. Why do potatoes grow faster than carrots? 12
 4. What did the ship say when it bumped into the dock? 6
 5. Why does the milkman have white horses? 1
 6. How can you tell the clock is shy? 2
 7. What flowers should be kept in a cage? 13
 8. A boy saw a nickel lying on the sidewalk. Why didn't he pick it up? 8
 9. When is a blueberry not a blue berry? 5
 10. What did the big ghost say to the little ghost? 3
 11. You're locked in a room with no windows or doors. You only have a baseball and a bat. How will you get out? 9
 12. When do bats have six wings? 4
 13. Why do elevators run up and down? 7
-

Answers

- | | |
|---|--|
| <ol style="list-style-type: none">1. to pull his wagon2. It holds its hands in front of its face.3. Fasten your sheet belt.4. when there are three of them5. when it's green6. Gangway!7. They're in too much of a hurry to walk. | <ol style="list-style-type: none">8. He was scared of the beaver.9. Strike one! Strike two! Strike three! You're out!10. He couldn't go under it.11. Can I give you a lift?12. They have eyes to see which way is up.13. tiger lilies |
|---|--|
-

Divide each word into syllables. Circle the accented syllable.

Put a line over the first vowel letter in each word if it stands for a long vowel sound.

spider
chipmunk
puppet
bacon
clover
banner

lazy
robot
elbow
gravy
parade
hotel

began
corner
basket
decide
lilacs
puppy

From the words above, choose the best words to close each sentence below.

1. The spider crawled up the stem of the clover.
2. The purple lilacs bloomed all around the hotel.
3. The chipmunk ran up the tree and began to crack a nut in its teeth.
4. Can you make the puppet dance?
5. If you had a robot, it could do your work.
6. The children couldn't decide which puppy they liked better.
7. I carried a banner in the parade.
8. The lazy cook didn't want to fry the bacon.
9. Do you like to put gravy on your meat?
10. Did you hurt your elbow when you fell off your bike?
11. Set the basket of apples on the corner of the table.

Below, you will find parts from six different stories. Read each part and then write two different words that tell how the person in the story might feel.

Here are some words you might use.

angry	surprised	scared	annoyed	foolish
excited	ashamed	proud	happy	nervous
worried	cross	furious	excited	merry
afraid	sorry	silly	frightened	cheerful

1. Chris watched his mother drive down the road toward town. The car was hardly out of sight when he heard a thumping noise in the basement. "What is that?" Chris wondered. "Maybe it's a bear!" he said. He heard the noise again! He huddled in the corner of the kitchen and waited for his brother to come home from school.

*two of: nervous
frightened afraid scared*

4. "I can paint the floor in my own room," said Alice. "I don't have to wait for Mom to do it." She started to paint at the door. She worked very carefully, moving backward as she painted. Soon she saw her mistake! She couldn't get out of the room without walking over the wet paint!

*two of: surprised silly
foolish*

2. Early the next morning Ken knocked at the door of the house with the broken window. When the man who owned the house came to the door, Ken said, "I broke your window yesterday. I hit it with a snowball and then ran away."

*two of: ashamed sorry
(or nervous or worried)*

5. Kit stopped running and stared helplessly after Brownie. Her heart began to thud as her horse galloped out the gate and down the road that led to the busy highway. Brownie was afraid of cars. And besides, Dad had told Kit not to saddle Brownie by herself.

*two of: afraid scared nervous
sorry frightened worried*

3. "Stop it! Stop it!" thundered Mr. Bear. "Stop it, I say! How can I rest with all that noise? Stop it this minute!"

*two of: angry cross
annoyed furious*

6. When Martine woke up she saw the window ledges heaped with the first snow of the year. The fields were covered with it and the trees were frosty white. She let out a whoop and raced downstairs to tell the good news.

*two of: excited happy
merry cheerful*

Objective: *Assessment* — Understand emotional reactions; develop vocabulary to express emotional reactions.

Directions: See pupil directions. If necessary, study the list of words with pupils before they begin.

Read the story and answer the questions.

Reggie invited Roy to go to the playground with him and play with his friends. "We're going to play a game called 'Catch-the-dragon's-tail' and it's great fun," he said.

When they got to the playground, Reggie and his friends told Roy how to play the game.

"The players all line up one behind the other, with their right hand on the shoulder of the player in front," Trudy said. "The first player in the line is the dragon's head, the last player is the dragon's tail, and the ones in between are the dragon's body. The head runs in a big circle trying to catch the tail, and the body twists and turns trying to protect the tail. If the tail is caught, the head drops out of the game and can have a rest."

"Does the next person in line then become the head?" Roy asked.

"No," said Lee. "The tail becomes the new head, and the body squirms and wiggles to save the new tail. The game is over when only two players are left."

When the children were tired of playing that game, Roy said, "Let's play

'Name-the-animal'. Here's how you do it. The person who's the leader thinks of an animal and tells the other players to name the animal. Then the leader gives the first letter of the animal's name and throws the ball to someone. That person then has to guess the name. If the answer is right, that player is the new leader. If it's wrong, the player throws the ball back. The leader then throws it to someone else and gives the first two letters of the name. If that person guesses wrong, the leader gives three letters the next time. Do you get the idea?"

"It sounds pretty easy," said Reggie. "All we need is a ball."

"I've got one," said Roy. He pulled a ball out of his pocket. "I'll be the leader to start. Name the animal. It starts with w." He threw the ball to Lee.

Lee said, "Is it a wolf?"

Roy said, "No." So Lee threw the ball back to him.

Roy said, "Name the animal. The first two letters are w and e." He threw the ball to Mei.

She said, "Is it a weasel?" Mei was the new leader.

1. Which game would be best to play indoors? Name-the-animal
2. Which game gives the players most exercise? Catch-the-dragon's tail
3. Which words tell how a dragon moves? twists and turns
4. In your notebooks, write a conversation that tells what happened when Mei was leader. Check your use of quotation marks. Individual responses

Read the compound words. Write two compound words to go with each statement below.

drumstick	roundup	cornflakes	sailboat
guidebook	rainbow	spaceship	gumdrops
armchair	popcorn	wishbone	cowboy
pancakes	bookcase	newspaper	sunset

- You can get these at the candy counter. popcorn gumdrops
- things you see in the sky rainbow sunset
- They are eaten for breakfast. pancakes cornflakes
- You can travel in them. spaceship sailboat
- Think about a ranch. roundup cowboy
- Think about a chicken dinner. drumstick wishbone
- things to read guidebook newspaper
- furniture for your home armchair bookcase

Read each sentence. From the list of words below, choose one to describe the person or thing whose name is underlined.

helpless	sugarless	fearless	useless
lifeless	breathless	careless	blameless
motionless	painless	sleeveless	spotless

- careless Robbie didn't pay attention and kept making mistakes.
- motionless The bird was so scared it couldn't move.
- blameless Mary can't be blamed for the broken window.
- sleeveless The sweater had no sleeves.
- sugarless Do you have any gum that doesn't have any sugar in it?
- spotless There were no spots on the shirt.
- breathless When the boy stopped running, he was out of breath.
- painless I thought the needle would hurt but it didn't.

Objective: Recognize compound words; understand words with suffixes.

Directions: See pupil directions.

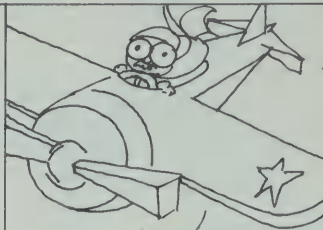
Pronounce each word. Divide it into syllables.

Circle the vowel letter that stands for the schwa sound.

The first one is done for you.



dra/g@n



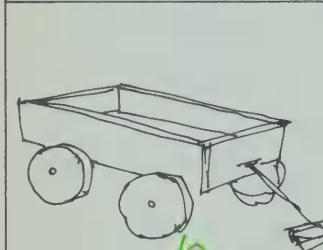
pi/ot



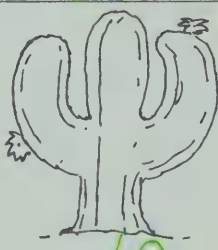
car/r@t



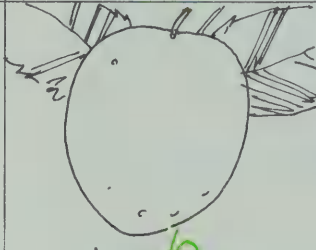
ca/b@n



wa/g@n



ca/ct@s



le/m@n



chil/dren



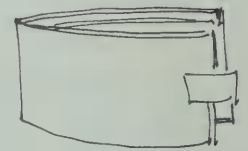
he/r@n



se/v@n



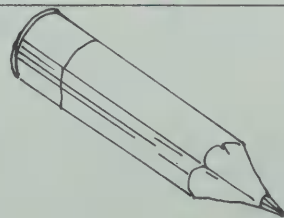
kit/ten



wa/l@t



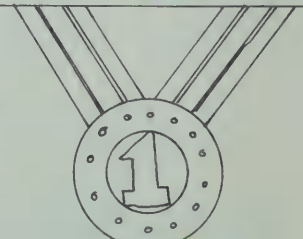
gar/den



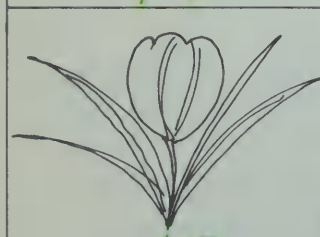
pen/c@l



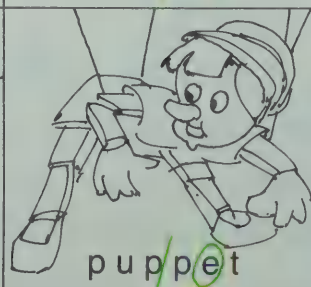
chi/na



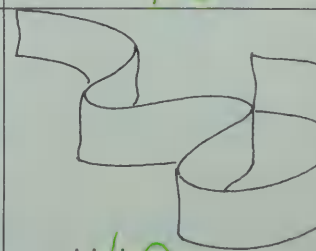
me/dal



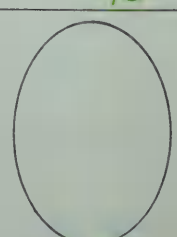
cro/c@s



pup/pet



rib/b@n



ov/al

Read the root word before each sentence. Add -ness, -less, or -ful to the root and add this word to close the sentence.

- damp 1. The dampness of the grass spoiled the picnic.
- friend 2. The friendless child was very lonely.
- cheer 3. The cheerful travellers whistled a tune.
- ugly 4. He was frightened by the ugliness of the monsters.
- soft 5. She felt the softness of the kitten's fur.
- silly 6. Their silliness kept us from doing our work.
- basket 7. Buy a basketful of apples.
- bottom 8. The lake is so deep people say it is bottomless.
- mouth 9. He munched a mouthful of popcorn.
- sick 10. His sickness left him pale and weak.
- bowl 11. Have a bowlful of soup for lunch.
- delight 12. He thought the bear cubs were delightful.
-

Write answers to the questions.

1. What always makes you cheerful? Individual responses
2. Name two animals that are sometimes playful.
For example: kitten puppy
3. What is the opposite of careless? careful
4. What is the opposite of happiness? unhappiness (or sadness)
-

Objective: Understand derived forms with -less, -ful, -ness; write derived forms with -less, -ful, -ness.

Directions: See pupil directions.

Read the story and answer the questions.

It was a fine day. Perry leaned against the gate and waited for her mother and father to come home. She hoped they would both come on the early bus. It was almost six o'clock and it seemed as if she had waited a long time. Then she saw them and raced to the corner.

"Hi, Perry," her dad said. "Seen any tigers today?"

"I saw a big mean one," Perry answered. "In the bushes below the hill! But I was careful, and it didn't see me." She always liked it when her dad pretended with her.

"Well, remember to be careful," her mother joked. "Just look at this picture in the paper. A tiger did escape from the circus this morning. It's supposed to be in the woods just outside the city, but no one seems to know just where."

"I don't think we need to worry," said her father. "Almost all the circus people are looking for it. They'll take care of it."

Perry thought about the tiger all evening. She could almost see it out in the woods, its fine coat shining, its eyes gleaming in the darkness. She decided to stay close to the house the next day, instead of going to the park and being a jungle explorer.

When Perry went up to her room, she saw two big eyes shining from the darkest corner of the room. She immediately remembered the tiger! And those eyes were moving closer! Closer and closer! Perry was too frightened even to turn on the light.

Then she felt a soft coat rubbing against her legs and she heard a gentle purring.

She picked up her cat and they both went to bed.

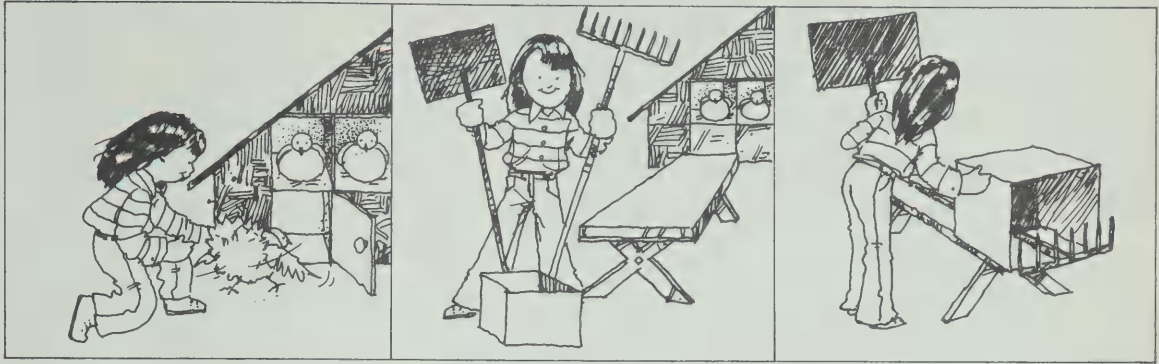
1. How old do you think Perry is? 8 years old (or other answers pupils can justify)

2. What kind of games does Perry like to play? imagining or pretending

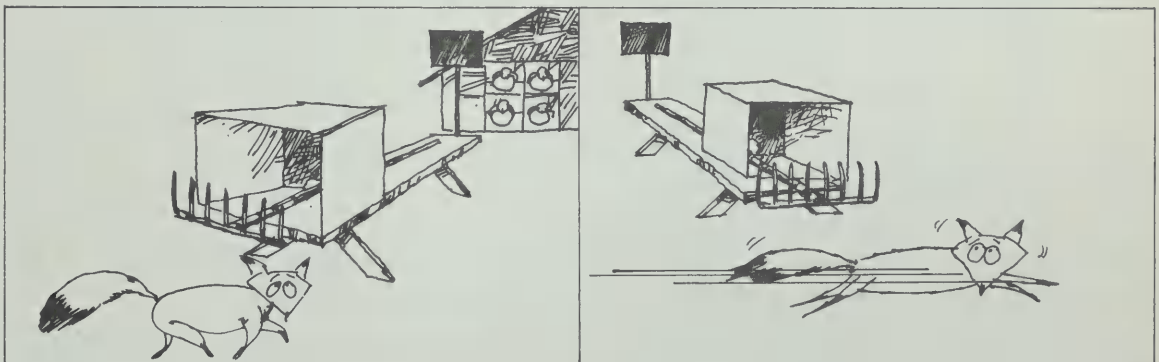
3. Write the story Perry might tell her parents at breakfast the next morning.
Individual responses

Clever Zena Tricks a Fox

Zena's grandmother was worried. A fox had been stealing into the henhouse at night and eating the chickens. Zena tried to think of a way to catch the fox, or at least to scare it away. She thought and thought. Then she said, "Grandma, I need the garden rake, a cardboard box, the seat from the picnic table — and a shovel."



Teacher - directed



Objective: Interpret pictures; write a story.

Directions: Teacher-directed activity. See *Teacher's Sourcebook*, Unit 60, Activity 15.

Circle the right answer to the questions.

- | | | |
|---|-------------------|--------|
| 1. Can a ski plane land on the ice? | Yes | No |
| 2. Can you let every pet run around? | Yes | No |
| 3. Can you remember the names of two books? | Individual choice | Yes No |
| 4. Did you ever see a bear read a book to a bird? | Yes | No |
| 5. Can a bird hurt its wing if it flies against a window? | Yes | No |
| 6. Did you ever wish for something special to happen? | Individual choice | Yes No |
| 7. Can a giraffe hold a box above its head? | Yes | No |
| 8. Would a robin hop close to a box and sing to it? | Individual choice | Yes No |
| 9. Is your hand almost as big as an elephant? | Yes | No |
| 10. Did you ever dive below the water early in the morning? | Individual choice | Yes No |
| 11. Are you sure that insects are food for some birds? | Yes | No |
| 12. Can you hold both hands above your head? | Yes | No |
| 13. Does a kitten like to drink pop instead of milk or water? | Yes | No |
| 14. Does Zena seem to be even smarter than Miklan? | Individual choice | Yes No |

Fun with Words

A. Find the right letter for each sentence. Write the same letter on every space in the sentence to finish the words. Read the sentence.

- N o one knows how to go to the mo on.
- six sad snakes saw seven silly seals sit
by the sea and sell seeds.

B. In each of these sentences the letters of one word are mixed up. Find the mixed-up words and correct them so the silly sentences make sense.

- See how bright that tars is. star
- She didn't wear her old dagger clothes to school. ragged
- The reed ran through the forest. deer
- Don't be the salt one to finish your work. last
- The dealer jumped over the ditch and all the others followed. leader

Objective: *Assessment* — Recognize core vocabulary.

Directions: Use this page both as an assessment of recognition of core vocabulary and as an independent activity. See *Teacher's Sourcebook*, Unit 60, Activity 18.

Read the sentences. Think about the underlined words. Mark an X beside the words that mean the same as the underlined word.

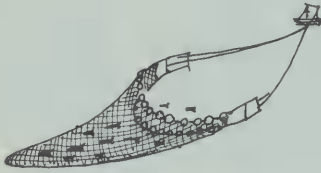
<p>1. Heather and her mother got <u>aboard</u> the plane. In a few minutes they were flying back home.</p> <p><u>aboard</u> means "off" <input type="checkbox"/></p> <p><u>aboard</u> means "on" <input checked="" type="checkbox"/></p> <p><u>aboard</u> means "took off" <input type="checkbox"/></p>	<p>5. Heather and her grandfather watched as the men unloaded the vegetables from the <u>lorry</u>.</p> <p><u>lorry</u> means "a girl's name" <input type="checkbox"/></p> <p><u>lorry</u> means "a truck" <input checked="" type="checkbox"/></p> <p><u>lorry</u> means "a garden" <input type="checkbox"/></p>
<p>2. Heather and her grandfather became <u>fast</u> friends. They went on many sightseeing trips together. And they loved to tease each other.</p> <p><u>fast</u> means "very good" <input checked="" type="checkbox"/></p> <p><u>fast</u> means "old" <input type="checkbox"/></p> <p><u>fast</u> means "quick" <input type="checkbox"/></p>	<p>6. Heather's aunt was waiting for her at the airport. There was a large crowd of people. Heather <u>inched</u> her way through the crowd.</p> <p><u>inched</u> means "moved slowly" <input checked="" type="checkbox"/></p> <p><u>inched</u> means "ran" <input type="checkbox"/></p> <p><u>inched</u> means "waited" <input type="checkbox"/></p>
<p>3. The people used peat moss to heat their homes. It had a very strange smell, but Heather soon got used to the <u>aroma</u> coming from the chimney.</p> <p><u>aroma</u> means "smoke" <input type="checkbox"/></p> <p><u>aroma</u> means "color" <input type="checkbox"/></p> <p><u>aroma</u> means "smell" <input checked="" type="checkbox"/></p>	<p>7. Heather's mother tried to <u>disguise</u> her tears. She blew her nose several times as she talked excitedly with her relatives.</p> <p><u>disguise</u> means "show" <input type="checkbox"/></p> <p><u>disguise</u> means "hide" <input checked="" type="checkbox"/></p> <p><u>disguise</u> means "stop" <input type="checkbox"/></p>
<p>4. Heather wanted to go home. She loved her grandfather, but she <u>missed</u> her dad and her friends in Canada.</p> <p><u>missed</u> means "was lonesome for" <input checked="" type="checkbox"/></p> <p><u>missed</u> means "was glad to see" <input type="checkbox"/></p> <p><u>missed</u> means "couldn't find" <input type="checkbox"/></p>	<p>8. Heather ran to catch up with her parents. She <u>laced</u> her arms through theirs and walked quickly towards the big building.</p> <p><u>laced</u> means "held" <input type="checkbox"/></p> <p><u>laced</u> means "wound" <input checked="" type="checkbox"/></p> <p><u>laced</u> means "pushed" <input type="checkbox"/></p>

Objective: Use context cues to define words.

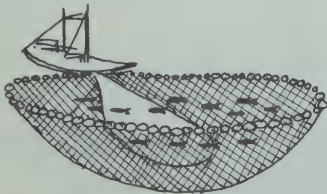
Directions: Pupils follow directions at the beginning of the exercise.

Different Ways of Catching Fish

Many people in Canada are fishermen. They catch fish in the ocean, in lakes, and in rivers. Some fishermen use hooks and lines to catch fish. Other fishermen use traps and nets. The paragraphs below tell about the traps and nets that some fishermen use.



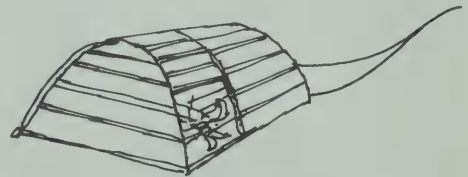
Sometimes fish are caught in nets that are dragged through the water by boats. These nets are called trawls. They are shaped like a cone and are open at one end. The trawl is pulled very slowly through the water. Fish swim into the open end of the net and get trapped. When the net is full of fish, it is hauled onto the boat and emptied. Then it is put back in the water. Trawls are used to catch cod, haddock, and flounder.



Some fish are caught in big loose nets called seines. A seine is like a big ribbon made of cotton netting. A string of corks

along the top of the net keeps it floating in the water. A string of lead weights along the bottom of the net keeps it in place in the water. The fish can't swim through it. A seine is used to catch fish that swim close to the surface of the water. Tuna, mackerel, and herring are caught in these big nets.

A fish wheel is sometimes used to catch salmon in big rivers. A fish wheel is a huge iron wheel covered with wire netting. Big scoops that look like shovels are attached to the wheel. The fish wheel is hung over one end of an open boat. The fish wheel turns as the boat moves through the water. The salmon are caught in the scoops on the wheel.



Lobster and crab are caught in traps that are set on the bottom of the ocean. These small traps are called pots. A pot is shaped like a box with a rounded top and a flat bottom. It is made from strips of wood and is covered with wire mesh. Inside the pot is a wire tunnel that is smaller at one end. The bait is placed at the small end of the tunnel. When the lobster crawls into the tunnel to get the bait, it is trapped and can't get out.

Answer the questions.

1. What four ways of catching fish are described in the article?

by trawl nets

by big nets called seines

by using a fish wheel

by using traps called pots

2. Why does the fisherman put bait in a lobster pot?

The fisherman puts bait in the lobster pot so the lobster will crawl into the trap to get the bait.

3. What kind of net is used to catch mackerel?

Mackerel are sometimes caught in seines.

4. How does a fish wheel work?

The fish wheel has scoops on it. As it turns in the water, the scoops pick up any fish that happen to be near the wheel.

5. What two things are used to keep a seine in place in the water?

A string of corks keeps it floating.

A string of lead weights keeps it in the water.

6. Why are fish wheels and pots covered with wire mesh?

They are covered with wire mesh so the fish cannot escape.

7. How do fish get caught by a trawl?

As the trawl is pulled through the water, fish swim into the net and cannot get out.

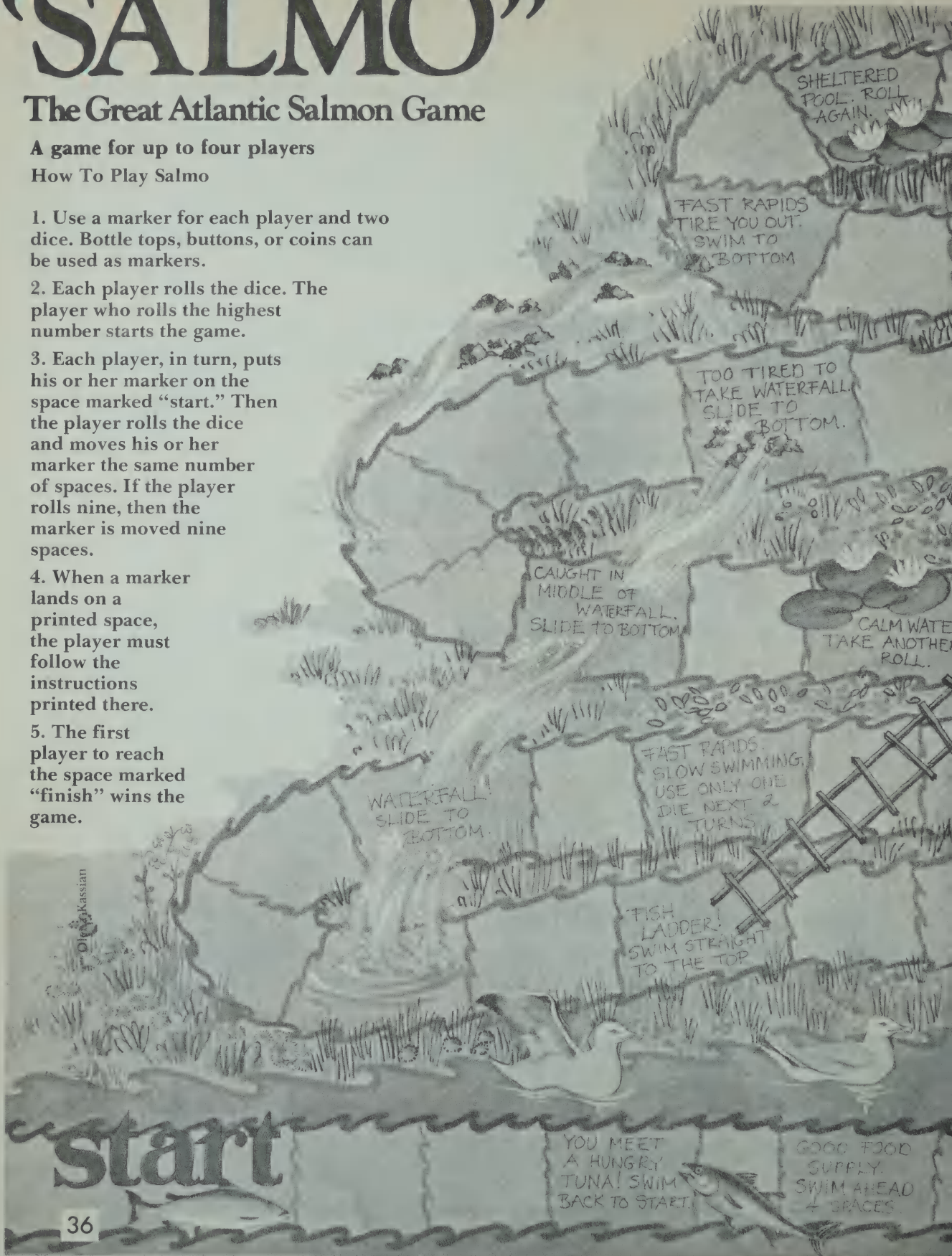
"SALMO"

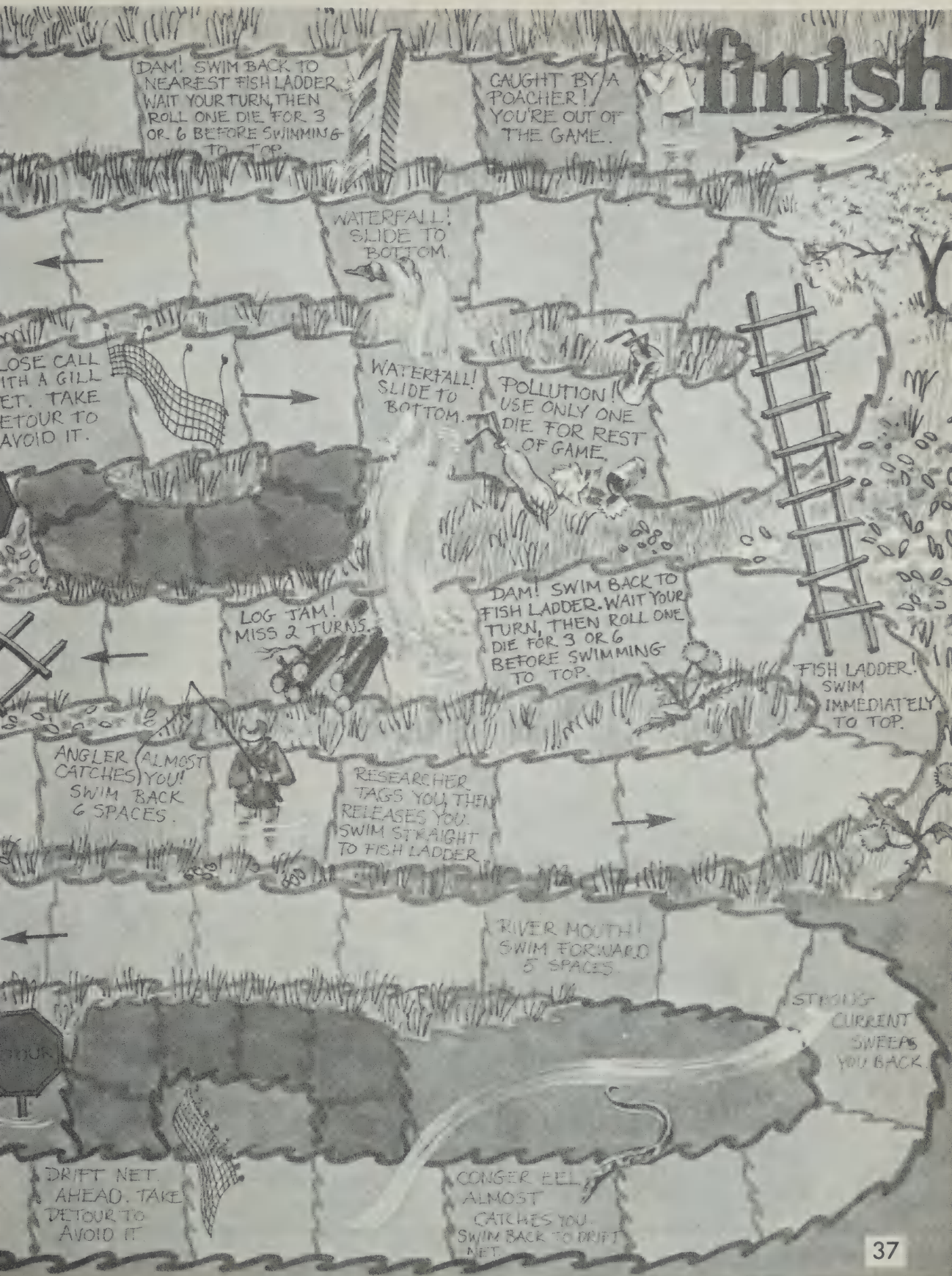
The Great Atlantic Salmon Game

A game for up to four players

How To Play Salmo

1. Use a marker for each player and two dice. Bottle tops, buttons, or coins can be used as markers.
2. Each player rolls the dice. The player who rolls the highest number starts the game.
3. Each player, in turn, puts his or her marker on the space marked "start." Then the player rolls the dice and moves his or her marker the same number of spaces. If the player rolls nine, then the marker is moved nine spaces.
4. When a marker lands on a printed space, the player must follow the instructions printed there.
5. The first player to reach the space marked "finish" wins the game.





Part A

1. elephant empty equal
even eating empty eel
2. hawk helmet hide
huff hydrant hold helmet
3. merry mother mule
mother map my mystery
4. skate sleigh smile
snow sink sleigh spring

5. bluff board book
bounce blot board boy
6. deal dip down
dip dwell dug days
7. grab green grim
grin green growl grip
8. pepper plant plump
pocket people plant pack

Part B

These are the guide words on three pages of a dictionary.

fly	225	furry
-----	-----	-------

parade	535	pizza
--------	-----	-------

cinder	123	corn
--------	-----	------

Answer the questions.

1. On what page would you find the word cod? 123
2. Would the word fruit be on page 225? yes
3. On what page would you find the word pelican? 535
4. Would the word cup be on page 123? no
5. On what page would you find the word frog? 225
6. Would the word cent be before or after page 123? before
7. Would the word puppy be before or after page 535? after

Objective: Assessment — Use dictionary guide words.

Directions: Part A — pupils write the word that would be found between two guide words on a dictionary page. Part B — pupils use the guide words and page numbers to answer the questions.

Maple Sugar

The sugar maple tree grows only in North America. No one knows when people discovered that its sap could be made into maple sugar and maple syrup. We do know that the Indians discovered the secret long, long ago.

There is a legend that an Indian cook mistook a container of sap for one of water. She boiled the meat for dinner in the sap. The meat had a delicious flavor and the juice was sweet and thick. After discovering this tasty flavor, the Indians studied the sugar maple. They learned that the sap runs in the spring when the days are warm and the nights frosty. And they began to take the sap from the trees.

They made a small, sloping cut in the tree trunk and pushed a small chip of wood into it. The sap dripped from the cut into a birch-bark container. The Indians put heated stones in the sap to make it turn into thick syrup. They cooled the hot syrup in the snow to make it into sugar.

When the pioneers came to North America, they learned how to make maple sugar from the Indians. Without maple sugar the pioneers would have had very little sugar. Cane sugar had to be imported and was very expensive.

Today people still make maple syrup and maple sugar. But they use modern machines to do the work.

Make a ✓ beside the statements that are right.

Underline the words that make the other statements wrong.

- ☒ 1. The sap begins to flow in the spring.
- ☒ 2. The pioneers used maple sugar because cane sugar was too expensive.
- ☐ 3. Maple sugar turns to syrup when it is cooled.
- ☐ 4. The sugar maple grows all over the world.
- ☒ 5. The sap drips from the tree when a cut is made in the bark.
- ☒ 6. An Indian cook found out about maple syrup by mistake.
- ☐ 7. The Indians did not make maple sugar.
- ☒ 8. Maple syrup and maple sugar are still made today.
- ☒ 9. When the sap is heated, it turns into maple syrup.

Objective: Read informational content; understand details.

Directions: Pupils read the selection, then follow the directions given in the exercise.

Part A

alfalfa a plant with deep roots, leaves like clover, and bluish-purple flowers: *Alfalfa is used as a food for horses and cattle.*

barley the seed or grain of a grasslike plant, used for food.



clover a plant with leaves of three small leaflets and sweet-smelling red or white flowers: *Clover is grown as food for horses and cattle.*



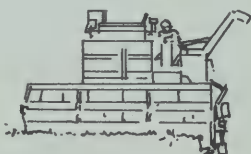
flax 1 a slender, upright plant having small, narrow leaves and blue flowers. 2 the fibres made from the stems of this plant, used for spinning: *Flax is spun into linen thread for making linen cloth.*

Part B

agriculture farming; the raising of crops and farm animals.

bale 1 a large bundle of material tied for shipping or storage: *a bale of paper*. 2 make into bales; tie in large bundles: *We saw a big machine bale hay.*

combine 1 join two or more things together. 2 a machine used in harvesting: *A combine cuts and threshes grain in one operation.*



crop 1 plants grown or gathered for use, especially for use as food: *Wheat is the main crop of the Prairie Provinces*. 2 cut or bite off the top of.

elevator¹ a machine for carrying people or freight up and down in a building.

elevator² a building for storing grain: *Elevators are landmarks on the prairies.*



furrow 1 the long, narrow track in the earth cut by a plough. 2 wrinkle: *a furrow in one's brow*.

harvest the gathering in of grain and other food crops, usually in the late summer or early autumn.

hill¹ a raised part of the earth's surface, smaller than a mountain.

hill² a plant with a little heap of soil over and around its roots: *a hill of potatoes*.

irrigation supplying land with water from ditches, sprinklers, etc.: *Irrigation is needed to make crops grow in dry areas.*

meadow a piece of grassy land, especially one used for growing hay.

plough 1 a farm machine used for cutting the soil and turning it over. 2 turn over the soil with a plough: *The farmer was ploughing the field.*



seed 1 the thing from which a flower, vegetable, or other plant grows: *We planted seeds in the garden*. 2 sow with seeds; scatter seeds over: *The farmer seeded the field with corn.*

silo an airtight building in which to store corn and other fodder for farm animals.

thresh separate the grain or seeds from wheat, barley, etc.: *Nowadays most farmers use a machine to thresh their wheat.*

trough a long, narrow container for holding food or water for animals: *He led the horses to the watering trough.*



Objective: Use the dictionary to understand word meanings.

Directions: Part A: Teacher-directed activity. See *Teacher's Sourcebook*, Unit 61, Activity 12. Part B: Have pupils use the dictionary entries to answer the questions on page 41.

Use the dictionary entries on page 40 to find the answers.

1. Write two sentences to show the two meanings of hill.

For example: We climbed to the top of the hill.

We dug twenty potatoes from one hill.

2. What word begins with m and makes you think of a place where you would see farm animals eating?

meadow

3. Write the names of two buildings that are used to store grain and food for animals.

silo elevator

4. Write the entry word that means the same as farming.

agriculture

5. Write the names of two machines that are used on farms.

combine

plough

6. How does irrigation help farmers?

For example: Irrigation provides water to help the plants grow.

7. What entry word describes the track cut by a plough?

furrow

8. Which meaning of the word crop is correct for the following sentence?

The sheep cropped the grass short.

cut or bite off the top

9. What word begins with h and makes you think of something that happens in the fall?

harvest

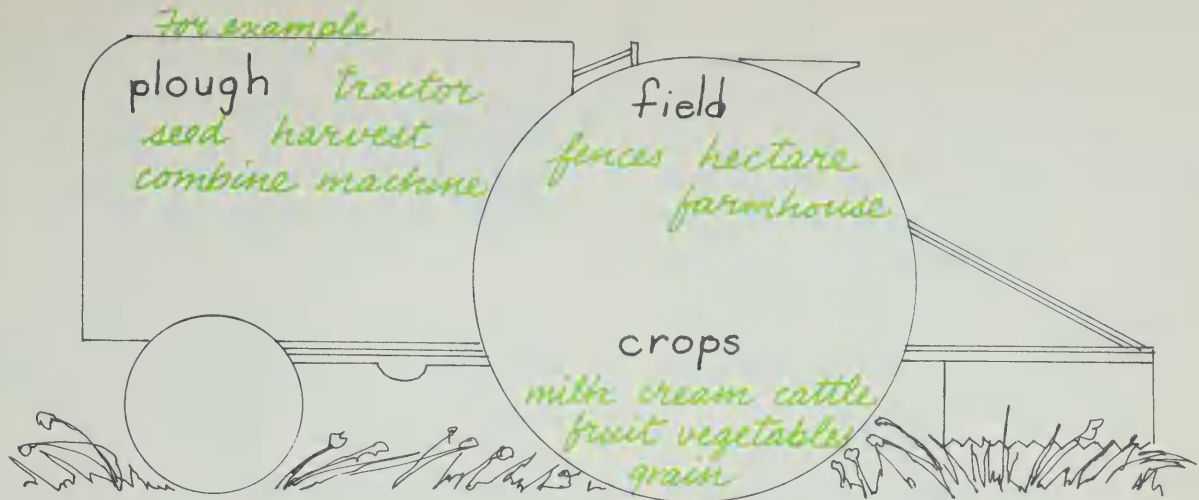
Think about the story "Kristli and the River."
Mark an X beside the best sentence ending.

1. Kristli wanted to go look at the river because
 - ☐ the little pigs were lost in it.
 - ☐ he had to look after his trees.
 - ☒ he thought he might see the deifel there.
2. This story took place in the
 - ☐ summertime.
 - ☒ springtime.
 - ☐ wintertime.
3. Kristli went into the river so that
 - ☐ he could save his trees.
 - ☒ he could save the hen and her pretty chickens.
 - ☐ he could save the little pigs.
4. The river was dangerous because
 - ☒ it was flooding.
 - ☐ it was frozen but the ice was unsafe.
 - ☐ it was deep.
5. Kristli got angry at the little voice inside him because
 - ☐ he was frightened.
 - ☐ he was afraid of the deifel.
 - ☒ he knew he shouldn't have gone to the river.
6. Hundli was a smart dog because
 - ☐ he tried to pull Kristli out of the water.
 - ☒ he went to get help when he couldn't save Kristli.
 - ☐ he played with Kristli.

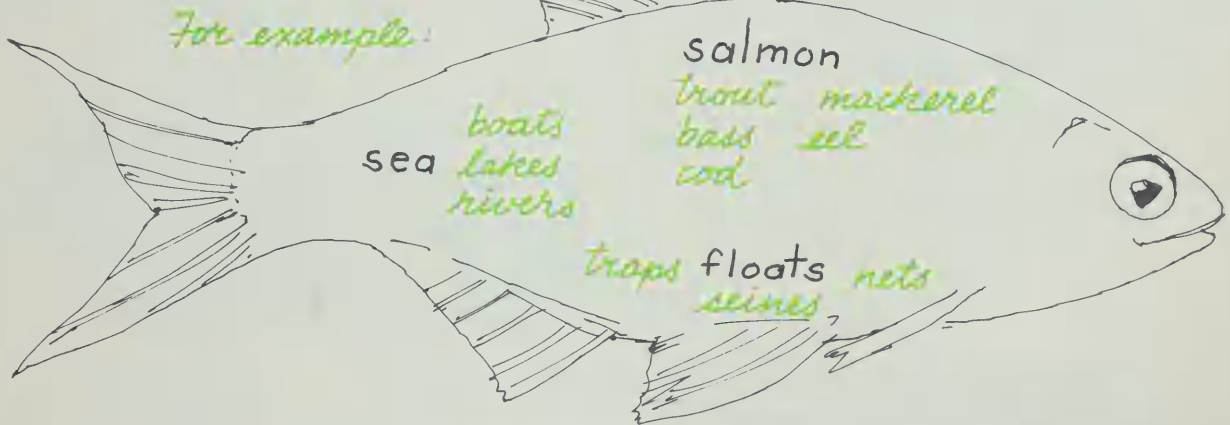
Which words tell how Kristli felt when he was in the river?

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> happy | <input checked="" type="checkbox"/> terrified | <input type="checkbox"/> curious | <input checked="" type="checkbox"/> worried |
| <input checked="" type="checkbox"/> scared | <input checked="" type="checkbox"/> fearful | <input checked="" type="checkbox"/> anxious | <input type="checkbox"/> sad |
| <input type="checkbox"/> angry | <input type="checkbox"/> nervous | <input type="checkbox"/> lonely | <input type="checkbox"/> calm |

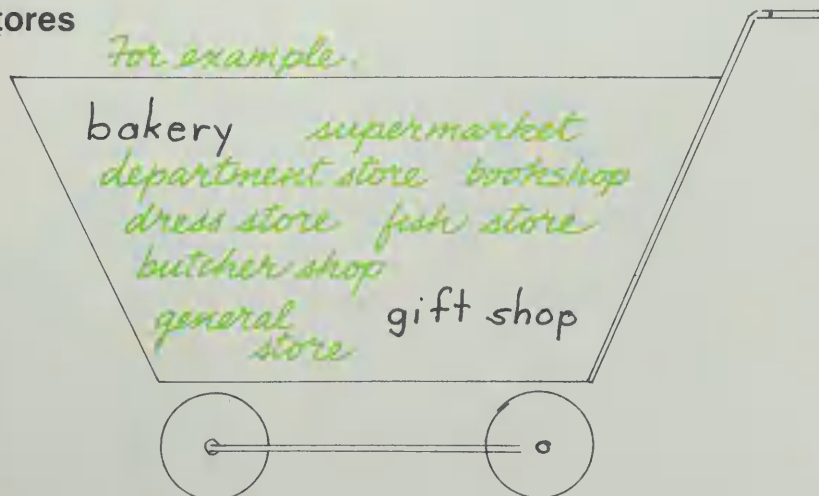
Words for Farming



Words for Fishing



Words for Stores



Objective: Write words related to topics.

Directions: Pupils read each heading and the example words related to the heading. Then they write more words in each category, discuss their lists, and classify words further.

Basket Weaving

The Indians of the northwest coast of British Columbia have been weaving baskets for hundreds of years. Their baskets are famous because they are so beautiful and so tightly woven. In fact, the weaving is so tight that the baskets can even hold water! The West Coast Indians use spruce roots, cedar bark, and dried grass to make their baskets. This is how they do it.

The bottom of the basket is made first. It has to be really strong, so spruce roots are used for this. The roots are gathered, dried out, and split lengthwise into strips. Some of these strips are then laid out side by side, and other strips are woven in and out of them.

Spruce roots are also used to make the sides of the basket. Strips of root are

attached to the bottom and shaped upward to form a kind of frame. Strips of cedar bark are then woven in and out of the spruce roots, starting at the bottom and going around and around up to the top.

Sometimes the baskets are decorated with designs. Pieces of dried grass are used to make the designs. They are woven into the basket on top of the cedar strips. Some designs are made with pieces of dried grass that have been dyed different colors. Eagles, whales, and canoes are some of the designs used in the baskets.

When the design is finished, a handle made from spruce root is attached to the basket with strips of dried grass.

-
- 3 Strips of spruce root form the frame of the sides.
 - 5 Some strips of grass are dyed.
 - 7 A handle is attached to the basket.
 - 6 Designs are made with pieces of dried grass.
 - 4 Strips of cedar bark are woven in and out of the spruce roots.
 - 1 Spruce roots are gathered and dried.
 - 2 Strips of spruce root are woven to make the bottom.
-

Objective: Read informational selection; recognize relationships — sequence.

Directions: Have pupils read the selection. Have them number the statements (1 to 7) to identify the correct sequence.

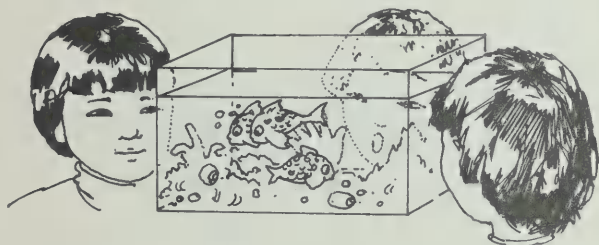
Talking Pets??

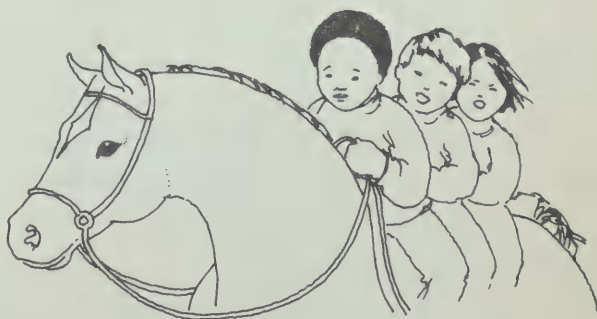
Look at the pictures. Write what you think each pet would say if it could talk.

Individual responses











Objective: Interpret illustrations; use imagination; write sentences.

Directions: Encourage pupils to study the pictures carefully before they start to write.

Think about the story "Hotrod and the Night Sweeper."
Underline the right endings for the sentences.

<p>1. Hotrod was sure that he wouldn't like the school because</p> <p>Mr. Hardy didn't like him. <u>there were so many strange things around him.</u> he was afraid of the Night Sweeper. the children were mean to him.</p>	<p>5. No one ever listened to Hotrod because</p> <p><u>people don't understand gerbils.</u> gerbils can't talk. the people didn't look at him.</p>
<p>2. Hotrod's new home was</p> <p><u>a glass aquarium.</u> a cardboard box with a lid. a pair of runners. an old sweater.</p>	<p>6. The Night Sweeper was</p> <p>a vacuum cleaner. Mr. Hardy. <u>the school caretaker.</u> the school principal.</p>
<p>3. Gerbils chew things</p> <p>to sharpen their front teeth. because they are always hungry. <u>to keep their teeth from growing too long.</u> to keep their teeth dull.</p>	<p>7. When the children heard what Hotrod did to the report cards, they felt</p> <p>angry curious <u>amused</u> happy upset afraid</p>
<p>4. Hotrod wanted a good hiding place</p> <p>so the children wouldn't bother him. so Mr. Hardy wouldn't find him. so he could play a trick on Mrs. Gibson. <u>so he'd be safe from the Night Sweeper.</u></p>	<p>8. This is a make-believe story because</p> <p>Mr. Hardy had a beard. Hotrod ate sunflower seeds. Mrs. Gibson talked to Hotrod. <u>Hotrod read the comics.</u> Hotrod worried about the Night Sweeper. <u>Hotrod talked to Mrs. Gibson and the children.</u></p>

Objective: Interpret story details; make inferences.

Directions: Have pupils follow the directions at the top of the page.

Cats

There are many kinds of pet cats. Some have long hair, and some have short hair. But all have long whiskers!



The best-known pet cats have soft, shiny, short hair. Their heads are round, and they have small ears. These cats can be almost any color or mixture of colors. They may be black, white, grey, orange, spotted or striped.



Siamese cats have a special mixture of colors. They have light-colored bodies with darker-colored markings on their ears, face, feet, and tail. These markings are called points. The color of the points tells you the kind of Siamese cat. Seal points have cream-colored bodies with dark brown markings. Blue points have bluish-white bodies and blue markings. All Siamese cats have clear blue eyes.



Manx cats are probably the most unusual short-haired cat. They have no tails, and their back legs are longer than their front legs. When a Manx cat runs, it looks like a rabbit hopping along. Manx cats can run faster and for a longer time than most other cats.



Some cats have very long hair. Their fur needs to be brushed and combed so that it doesn't get tangled or matted. One kind of long-haired cat has the same name as a kind of rabbit. It is the chinchilla. This cat is white with black tips at the end of each hair. The blending of these two colors makes the fur look silver. A chinchilla cat has bright-green eyes.



Persian cats have long, soft fur and bushy tails. They have short bodies with round heads and stubby noses. The fluffy collar of hair around their necks is called a ruff.

Answer the questions.

1. What are the names of two kinds of short-haired cats?

Siamese

Manx

2. How are Persian and chinchilla cats different from Siamese and Manx cats?

They have very long, soft hair or fur.

3. Which two kinds of cats would need a lot of brushing and combing?

Persian and chinchilla

Why? *They would need brushing so that their long hair doesn't get all tangled.*

4. What makes the fur of a chinchilla cat look silver?

The hair is white with black tips. The hair is thick, so the white and black looks silver.

5. In what ways are Manx cats different from other cats?

Manx cats have no tails, and its hind legs are longer than its front legs. When it runs, it looks as if it is hopping.

6. What are the dark markings on the ears, face, feet, and tail of a Siamese cat called?

points

7. Which kind of Siamese cat has brown markings?

Seal points

8. What is the color of a Siamese cat's eyes?

blue

The words in the boxes are guide words from pages in a dictionary. Beside each entry word listed below the boxes, write the page number on which the word would be found in this dictionary.

star	266	steeple
corduroy	60	course
piece	198	pinch
mike	167	mint

cotton	<u>60</u>	corn	<u>60</u>	start	<u>266</u>
pigeon	<u>198</u>	coupon	<u>60</u>	mink	<u>167</u>
starling	<u>266</u>	miner	<u>167</u>	pilot	<u>198</u>
million	<u>167</u>	pillow	<u>198</u>	stationery	<u>266</u>

Look up the words below in a dictionary.
Write the page number of each word and the guide words that helped you to find it.

Individual responses according to the dictionary used.

	Page	Guide Words
museum		
caterpillar		
sea horse		
zebra		
aquarium		
octopus		
tine		
bolster		
spatula		

Objective: *Assessment* — Use guide words in a dictionary.
Directions: Have pupils follow the directions in the exercise. In Part One, have them note that they will not be able to write a page number for some words. Be sure each pupil has access to a dictionary to complete Part Two.

Uncle Tony and the Parakeets

Tony Brady



Megan and Kevin knocked on their uncle's door.

Uncle Tony opened the door and said, "Hello, you two. You are just in time to help me feed the parakeets."

They went into a room full of small, beautifully-colored birds.

Megan said, "Some people call these birds *budgies*. What is the right name, budgies or parakeets?"

"These birds are really small parrots and are correctly named parakeets," said Uncle Tony. "The name *budgie* is short for *budgerigar*, which is an Australian word for these small birds. Budgies or parakeets live in the world only in Australia and South America."

Uncle Tony washed out the water dishes in the cages. Then he said to Kevin, "Now you can fill the dishes with fresh water. It's important that all pets have fresh, clean water at all times."

Next, Uncle Tony gave Megan seed to put in each cage.

"Now, we're all finished," said Kevin.

"No, not quite," said Uncle Tony. "All birds need gravel to help them grind up their food."

"You mean gravel like small stones?" asked Kevin.

"That's right," said Uncle Tony. "Now we'll give the birds a celery top and some carrots. Then we're finished."

Megan said, "Uncle Tony, why are budgies so many different colors? Your birds are many shades of green and blue. And I've seen some yellow ones and purple ones in pet shops."

"In the wild in Australia, all budgies are green," said Uncle Tony. "But sometimes Mother Nature makes a mistake. What colors make green?"

"Blue and yellow," said Megan and Kevin together.

"That's right," said Uncle Tony. "Now, sometimes Mother Nature forgot the blue, and the feathers were yellow. And sometimes she forgot the yellow, and the feathers were blue. People liked the new colors and tried to keep them. So they put a blue female and a blue male

together. The female soon laid four or five eggs. When the eggs hatched, the babies' feathers were blue also."

"And that's how parakeets came to be other colors, too," said Kevin.

"Well, of course!" said Megan.

Uncle Tony smiled and said, "Would you like to have one of these birds for your own? Which one will you choose?"

Megan and Kevin looked at all the birds carefully. Then they chose a beautiful blue parakeet.

"Remember all the things I told you about taking care of your pet," said Uncle Tony.

"Oh, we will!" said the children. "Thank you, Uncle Tony!"

-
1. What four things must you remember if you have a pet bird to look after?

A bird must have fresh water.

Water dishes and cages should be kept clean.

A bird must have food.

Birds need gravel and fresh greens to eat.

2. What is another name for parakeet?

budgie

3. What different colors can parakeets be?

green blue yellow purple

Lost a Pet? Call the Pet Detective

Calgary — Brenda Wood loves animals and hates to see them unhappy. So she spends her time trying to find pets that are lost or strayed. She puts ads in the newspapers and on the radio. People can hire Brenda to look for their lost pets. She gets many calls from people who have lost pets and from other people who have seen stray animals in their neighborhood. Brenda gets in touch with animal clinics and the city pound, where lost and stray pets are kept. She also checks with the city service that picks up animals that are killed on the street. It makes Brenda happy to bring people and pets together again.

Best of Friends

Regina — In April, ten-year-old Alex Jordan found a fuzzy, black bird near a construction site. It was a baby crow with an injured hind claw. Alex took the bird home and cared for it until it got better. Alex had to teach the crow how to fly. He tossed the bird in the air at a safe height. At first the bird made some funny crash landings, but then it learned to flap its wings and stay up in the air. Although Alex set the bird free, it never flies far away. The bird enjoys playing with Alex and his sisters, or just taking it easy sitting on the garage roof. The crow comes when Alex calls and will squat down with its wings spread out to be petted.

1. Two places where Brenda Wood looks for lost pets are

animal clinics and the city pound.

2. Why does Brenda put ads in the newspapers and on the radio?

She puts ads in a newspaper to let people know she will help them to find lost pets.

3. Why did Alex Jordan take the bird home? He took the bird home to

look after it until it got well.

4. Do you think Brenda and Alex would like each other as friends?

Yes Why? Because they both like birds and other animals.

Objective: Understand news items; note details; make inferences.

Directions: Have pupils read both news items and then answer the questions.

Read the words.

enough	yesterday	remember	instead
thought	though	against	listen
between	edge	special	above

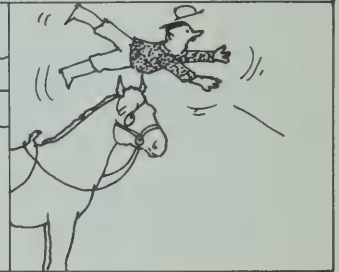
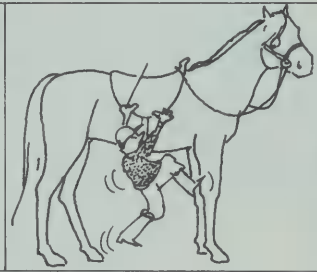
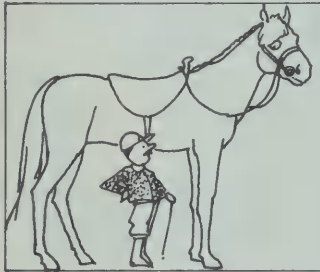
Complete each sentence using a word from the list above.

1. Do you like to listen to music?
2. During the storm the rain beat against the window.
3. The playground is between the school and the road.
4. The books were too close to the edge of the table and they fell off.
5. There weren't enough chairs for everyone so the children had to sit on the floor.
6. They couldn't remember the visitor's name.
7. They put their pictures on the hooks above the shelf.
8. Mother baked a pie instead of cookies.
9. They started on their hike, even though it looked like rain.
10. It was so cold this morning we thought it would snow.
11. What did you do yesterday?
12. A special friend is someone you like very much.

Horse Laughs



1. *Teacher-directed writing*



2.



3.

4.

5.

6.

Objective: Interpret illustrations; write captions.

Directions: Teacher-directed activity. See *Teacher's Sourcebook*, Unit 62, Activity 17.

Read the story.

The Four Jokers

Tony Brady

Bob, Charlie, George, and Larry were good friends who liked to play jokes on people and on each other. One day after school, the four boys felt in a joking mood and decided to play a trick. They ran to the lane behind a row of stores near their school. Most of the children in their school took a short cut down this lane on their way home. When they got there, Bob, Charlie, George, and Larry formed a line beside a row of garbage cans, next to the back door of Buddy's Burger Bar.

A small boy walked past them. Bob, who was first in line, shouted, "Hey, you, get to the end of the line." The boy quietly obeyed the order.

Two more boys walked by and Bob said, "The line ends back there," and

pointed to the small boy. The two boys took their place in the queue.

Three girls walked up to speak to one of the children in the line. "Better get in line," said their friend. Soon there were about thirty children standing in line beside the row of garbage cans, next to the back door of Buddy's Burger Bar.

Then Bob said, "Oh, I forgot to pick up a book from my teacher," and he left. Charlie said, "I have to telephone my mother," and he walked away. George said, "My baby brother is waiting for me at the dentist's," and he left. Larry said, "My father told me to cut the lawn today," and he went off.

The boys left about thirty children standing in line beside the garbage cans, next to the back door of Buddy's Burger Bar.

What do you think the children in the line said and did?
Write your answer on the lines.

Individual responses that indicate pupils infer that the children left in the line realize they have been fooled.

Objective: Read a story; write a story ending.

Directions: After pupils have read the story, tell them to imagine they were in the line. Then have them write what they think the children in the line said and did.

acorn the nut of an oak tree.

across **1** from one side to the other of; over: *We ran across the yard.* **2** on the other side of: *She called to a friend who lived across the street.*

antler the horn of a deer.

arrow **1** a slender pointed stick which is shot from a bow: *The hunter shot the deer with an arrow.*

2 a sign used to show direction on road signs or in writing.



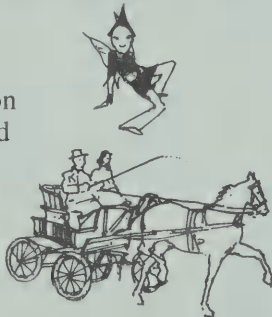
bad **1** not good: *Do you have any bad habits?* **2** rotten, spoiled: *This is a bad apple.*

block **1** a thick piece of wood, stone, or metal. **2** a piece of land with a street along each side. **3** fill up to keep something from passing: *The roads were blocked with snow.*

brownie¹ a flat chocolate cake with nuts.

brownie² in stories, a helpful elf.

buggy **1** a light wagon pulled by one horse and seating two people: *We drove to town in a buggy.* **2** a cart used for shopping.



canvas a strong cloth: *I'm wearing canvas running shoes.*

delay **1** put off: *We will delay the party for a week.* **2** make late: *The accident delayed the train.*

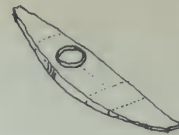
dinosaur a reptile that lived many years ago.

dragonfly a large, harmless insect with a long slender body and two pairs of gauzy wings:

Dragonflies dart about catching insects.



kayak an Eskimo canoe made of a skin stretched around a light frame of wood or bone, with an opening on top for a person.



licorice the sweet root of a plant dried and used in candy: *Licorice candy is usually black.*

loon a large diving bird: *Loons have a loud wild cry.*



magic in stories, making things happen by secret charms and powers: *The fairy's magic changed him into a swan.*

menagerie a collection of wild animals kept in cages for show.

penguin a sea bird with flippers for diving and swimming in place of wings: *Penguins live in cold areas.*



spectacles a pair of glasses to help a person see better.



umiak a large, open Eskimo boat of skins covering a wooden frame and propelled with paddles: *Umiaks are used to carry freight.*



Answer the questions. Use the dictionary entries on page 56 to help you find the answers.

1. How are a kayak and an umiak the same? They are kinds of Eskimo boats.

How are they different? A kayak holds only one person. A umiak is much larger and carries many people or things.

2. Name three things you would likely find in a menagerie.

For example: lions tigers bears

3. Name two birds that are listed on page 56.

loon penguin

How are they alike? They both live in or near the water.

4. Find the name of something that flies but is not a bird.

dragonfly

5. Write two sentences to show the two meanings of brownie. For example:

We brought brownies to the party.

We read a story about a brownie that loved to trick people.

6. The picture on the dictionary page shows one meaning of buggy. Draw a picture in the box to show the other meaning.

Art:
draw a
shopping
cart - grocery

7. What word begins with l and makes you think of something good to eat?

licorice

8. For each word below, write a sentence to show its meaning. For example:

spectacles: My grandmother used her spectacles when she was typing stories.

acorn: The squirrels hid acorns for the winter.

block: There were many houses on our block.

arrow: The arrow on the sign told us we should turn left.

Think about the story "How the Farmer's Wife Took Care of Things." Mark an X in the box beside the best answer.

1. Which sentences tell that the farmer's wife did not show that she was surprised to see the stranger?
☐ She didn't say anything about the long knife the stranger had.
☐ She called her husband to come in from the barn.
☒ She went on with her sewing.
2. How did the farmer's wife trick the stranger?
☐ She told him that her husband was in the barn.
☒ She asked the stranger to make himself small enough to fit in her thimble.
☐ She gave the thimble to her husband.
3. How did the farmer get the stranger to agree to go away and never come back?
☐ He took the knife away from the stranger.
☐ He gave the stranger his herd of cows.
☒ He shook the thimble until the stranger felt seasick.
4. What trick did the stranger play on the farmer and his wife?
☐ He took their herd of cows away with him.
☐ He made the cows and calves very large.
☒ He made the cows and calves very small.
5. Why did the farmer and his wife become very rich?
☒ People paid to see their remarkable cattle at the fair.
☐ The stranger gave them a pot of gold.
☐ They sold their miniature cattle at the fair.
6. Which words tell about the farmer's wife?

<input type="checkbox"/> curious	<input type="checkbox"/> brave	<input type="checkbox"/> dishonest
<input checked="" type="checkbox"/> clever	<input checked="" type="checkbox"/> calm	<input checked="" type="checkbox"/> wise
7. Which words tell about the stranger?

<input checked="" type="checkbox"/> dishonest	<input checked="" type="checkbox"/> dangerous	<input type="checkbox"/> kind
<input type="checkbox"/> friendly	<input checked="" type="checkbox"/> magical	<input type="checkbox"/> hateful

Read each sentence.

Mark an X in the box beside the word that completes the sentence.

<p>1. The waitress was smiling and happy as she did her work. She was very ____.</p> <p><input checked="" type="checkbox"/> cheerful <input type="checkbox"/> cheerless <input type="checkbox"/> unhappy <input type="checkbox"/> happiness</p>	<p>5. The papers had been sitting in the window for a long time. The sunlight had ____ them.</p> <p><input type="checkbox"/> colorful <input type="checkbox"/> colorless <input checked="" type="checkbox"/> discolored <input type="checkbox"/> colors</p>
<p>2. The florist put the roses and daisies in a vase. Then she put the flower ____ in the store window.</p> <p><input type="checkbox"/> disarrange <input type="checkbox"/> disagree <input checked="" type="checkbox"/> arrangement <input type="checkbox"/> agreement</p>	<p>6. A stranger is someone who is ____ to you.</p> <p><input type="checkbox"/> known <input checked="" type="checkbox"/> unknown <input type="checkbox"/> faithful <input type="checkbox"/> faithless</p>
<p>3. The bird was badly injured. However, Jack was ____ that he could save it.</p> <p><input checked="" type="checkbox"/> hopeful <input type="checkbox"/> hopeless <input type="checkbox"/> unable <input type="checkbox"/> able</p>	<p>7. The children got up to let the old man sit down. He thanked the children for their ____.</p> <p><input type="checkbox"/> impolite <input type="checkbox"/> politely <input checked="" type="checkbox"/> politeness <input type="checkbox"/> polite</p>
<p>4. The phone rang and rang. It went ____ because no one was home.</p> <p><input type="checkbox"/> fastened <input checked="" type="checkbox"/> unanswered <input type="checkbox"/> unfastened <input type="checkbox"/> answered</p>	<p>8. We liked the ham. It had a ____ taste like maple syrup.</p> <p><input type="checkbox"/> unsweetened <input type="checkbox"/> sweetly <input checked="" type="checkbox"/> sweetish <input type="checkbox"/> sweetness</p>

Objective: *Assessment* — Understand derived forms; use context cues; close sentences.

Directions: Have pupils follow the directions above the exercise.

Write the following words in syllables. Mark the accented syllable.

pebble peb' ble
dwindle dwin' dle
suppose sup pose'
jolly jol' ly
thimble thim' ble
polite po lite'

yellow yel' low
bargain bar' gain
never nev' er
fumbled fum' bled
delay de lay'
lady la' dy

Complete each sentence using words from the list above.

1. The little green man grinned and winked. He was a jolly elf.
2. Charlie was polite. He thanked Susan's parents for taking him to the zoo.
3. When the sun came out, the snowman began to dwindle in size.
4. They had to delay the party because the children had the measles.
5. The first baseman fumbled the ball, and two runs scored.

Some words have more than two syllables. How many syllables do you think are in these words? Write the words in syllables.

yesterday yes ter day
otherwise oth er wise
elevator el e va tor
caterpillar cat er pil lar
introduce in tro duce
handkerchiefs hand ker chiefs

Think about the poem "Jonathan Brown and New Town."

Mark an X in the box beside the best answers for each sentence.

Write an answer for the last question.

1. Jonathan Brown was in a bad mood because

- ☒ he'd been sent to bed without any supper.
- ☒ he'd come last in a race with his old trike.
- ☐ his parents had given him a new trike.

2. What things did Jonathan see in his dream?

- | | |
|--|--|
| <input type="checkbox"/> his family | <input checked="" type="checkbox"/> freshly painted houses |
| <input checked="" type="checkbox"/> workmen painting trees | <input type="checkbox"/> his father beside the bed |
| <input checked="" type="checkbox"/> puppies and kittens | <input type="checkbox"/> his trike and toy cars |
| <input checked="" type="checkbox"/> a policeman | <input checked="" type="checkbox"/> the sea and a beach |

3. What things would not be found in New Town?

- | | |
|--|--|
| <input checked="" type="checkbox"/> antique stores | <input checked="" type="checkbox"/> dirty dishes |
| <input type="checkbox"/> unsharpened pencils | <input checked="" type="checkbox"/> your friends |
| <input type="checkbox"/> ponies | <input type="checkbox"/> unopened cans of paint |
| <input checked="" type="checkbox"/> leaves on the ground | <input type="checkbox"/> calves and lambs |

4. Jonathan was arrested and put in jail because

- ☐ he wouldn't change his clothes.
- ☒ he said the same words more than once.
- ☐ he was playing with his trike on the street.

5. Which words tell about Jonathan?

- | | | |
|--|---|--------------------------------|
| <input type="checkbox"/> frightened | <input checked="" type="checkbox"/> sulky | <input type="checkbox"/> funny |
| <input type="checkbox"/> curious | <input type="checkbox"/> teasing | <input type="checkbox"/> brave |
| <input checked="" type="checkbox"/> discontented | <input checked="" type="checkbox"/> grouchy | <input type="checkbox"/> happy |

6. Why do you think Jonathan didn't tell his father about his dream?

Individual responses

Sound Effects

Sound effects are used to make a play more interesting and more exciting. Read the paragraphs below to find out how to make some sound effects.

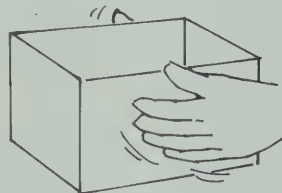
1. Howling wind — The sound of howling wind can be made by humming through a piece of paper held in front of your mouth.



2. Rain — The sound of rain can be made by tapping your fingernails on the side of a wooden or metal desk. This sound can also be made by shaking a box with paper clips or tacks in it.



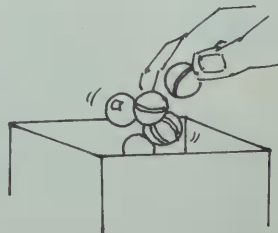
3. Thunder — The sound of thunder can be made by slapping your hands on a cardboard box.



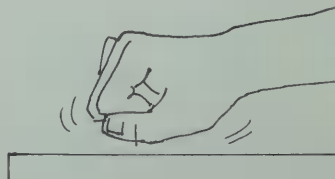
4. Siren — The sound of a siren can be made by humming into a comb that is wrapped in thin, hard tissue paper.



5. Hail — The sound of hail can be made by dropping marbles into a box.



6. Knocking — The sound of knocking can be made by pounding your fist on a wooden table or desk.



The Storm

Read the story. Decide which sound effects you would use if you were going to act out the story.

Put the number of the sound effect in the column beside each part of the story that you think should have a sound effect. In some parts you may not want to use any.

1	It was a cold and stormy night. Outside the little house on the edge of town the wind roared in the trees. Heavy rain beat against the windows of the house. Great claps of thunder crashed and bright flashes of lightning streaked across the sky.	6	The children and their grandparents heard the sirens stopping outside the house. Then there was a loud knocking at the front door.
2	Jane and David were visiting their grandparents. They had finished supper and were watching their favorite TV program. Grandpa rustled the newspaper as he turned the pages.	/	Everyone rushed to answer the door. "Are you folks all right?" called the firefighters who were circling the house.
3	Suddenly a gigantic clap of thunder shook the house. Then there was a snapping and creaking sound. Janet and David rushed to the window. They saw a branch from the big old tree in the front yard falling across the street.	4	"Yes! Yes!" shouted Grandpa above the howling wind and the last moans of the sirens. "What's the matter?"
4	Grandma called, "Listen, I hear sirens. Can you see any red lights?" The sounds of the sirens got closer and closer.		"We got an alarm that there was a fire here," said one of the firefighters. "But now we know what the trouble is. When that big tree branch fell across the road, it knocked the alarm box down."
			"We're glad you checked," said Grandma and Grandpa. "It would be easy for a fire to start with this bad storm."

1. They brought a special cake that they had bought at the bakery.
 2. They thought they would leave early in the morning.
 3. They put the ladder against the fence even though it wasn't safe.
 4. I would like to own a bicycle, but I can't get it yet.
 5. Please write your answer on the chalkboard.
 6. The kindergarten children were the only ones who got to listen to the clown's story.
 7. The women scraped off every spot of rust before they painted the car.
 8. We can put those boxes above the others on the shelf.
 9. We found a pair of boots below the window.
-

1. above
today
below
early
against
between
closer

2. yesterday
special
early
today
never
every
first

3. drink
care
sleep
though
listen
each
write
wish
yet
hand
sure
instead
remember

1. Write the list words.

hay	day	played
may	stay	stayed
way	playing	staying

2. In each list word, underline the letters that stand for the sound ā.

3. Write words that rhyme with hay. Begin the words with the letters in brackets.

(s) say (b) bay (j) jay (l) lay
(p) pay (cl) clay (tr) tray (r) ray

4. Add the endings -s, -ed, -ing to each word.

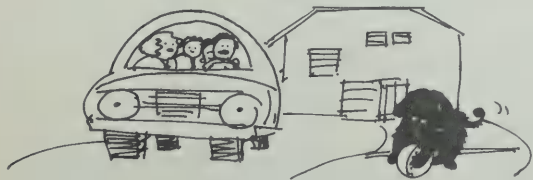
spray	play	pray	stay
<u>sprays</u>	<u>plays</u>	<u>prays</u>	<u>stays</u>
<u>sprayed</u>	<u>played</u>	<u>prayed</u>	<u>stayed</u>
<u>spraying</u>	<u>playing</u>	<u>praying</u>	<u>staying</u>

5. Write sentences that answer the questions. Underline the list words in your answers.



Where did the children play? _____

The children played
in the hay



Who stayed at home and played with a ball? _____

The dog stayed and
played with a ball.

1. Write the list words.

family	sister	present
children	said	Mr.
brother	air	Mrs.

2. Write list words to close the sentences.

Mr. and Mrs. Brown have two children, Jack and Sandra.

Sandra Brown said, "My brother is seven years old. He is the youngest in our family."

Jack Brown said, "Sandra is my sister. She is older than I am. I must get a present for her birthday. It is next week."

3. Write the list words in alphabetical order.

air
brother
children
family
Mr.
Mrs.
present
said
sister

4. Write a paragraph about your family. Use as many list words as you can. When you are finished, check your spelling and punctuation.

Individual responses

1. Add -er and -est to each word.

long longer longest
hard harder hardest
soft softer softest

high higher highest
slow slower slowest
weak weaker weakest

2. Remember that when the root word ends with a single vowel followed by a single consonant you double the consonant before adding -er or -est.

big bigger biggest
hot hotter hottest
sad sadder saddest

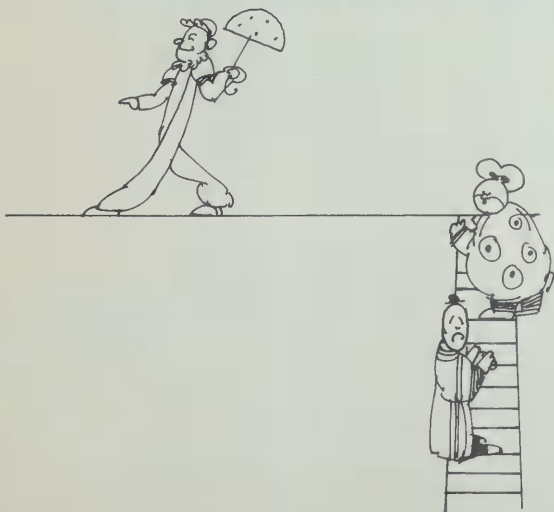
red redder reddest
fat fatter fattest
thin thinner thinnest

3. Remember that when the root word ends with e, you drop the e before adding -er or -est.

wise wiser wisest
late later latest
close closer closest

ripe riper ripest
wide wider widest
safe safer safest

4. Choose from all the words above to close the sentences.



Skinny Jimmy is the thinnest clown.

Roly Poly is the fattest clown.

Sorry Simon is the saddest clown.

Roly Poly has climbed higher than Sorry Simon, but Skinny Jimmy has climbed highest of all.

5. Write answers to the questions.

What is the fattest clown doing? The fattest clown is climbing the ladder.

What is the thinnest clown doing? The thinnest clown is walking on the high wire.

1. Write the list words.

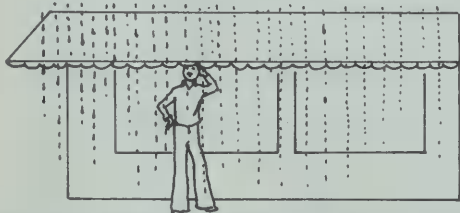
rain	baby	because
wait	lady	their
two	to	there

2. Write answers to the questions. Use because in each answer.



Why did the lady put the baby in the crib?

The lady put the baby in the crib
because she wanted the baby to go
to sleep.



Why did the man wait until the rain had stopped?

The man waited until
the rain stopped because he didn't
want to get wet.

3. Write their or there on the line.



The mother and father are looking at

their baby. The baby wants its
toy. "It is there on the table,"
said the mother.



"Wait right there," said the
teacher. The children put their
books in their desks and
waited.

1. Write the words for the pictures.

Mr. Martin had gone to buy a



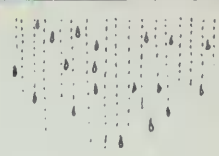
present for each

of the



children

when it started to



rain

. A



lady

in the store

wrapped up a



present

for the



baby

and one for the baby's



brother

and one for the baby's



sister

. She put the



presents

in a



bag

so

they wouldn't get wet. Then



father

took them

home to the



family

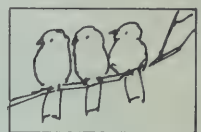
2. Write a paragraph telling what you can see from your window when it rains. When you have finished, check your spelling carefully. Then ask a classmate to check it for you.

Individual responses.

1. Write the list words.

bird	earth	bears
birds	learn	here
first	winter	were
girl	bear	deer

2. Write the word to match each picture.



girl

bears

deer

bird

birds

3. Write sentences about the picture. Use the following words in your sentences: were, winter, birds, here, learn, girl, first.



Individual responses

1. Add -s, -ed, -ing to each of the words.

carry

carries
carried
carrying

scurry

scurries
scurried
scurrying

hurry

hurries
hurried
hurrying

worry

worries
worried
worrying

try

tries
tried
trying

2. Write the plural of each word.

sky *skies*

lady *ladies*

baby *babies*

cherry *cherries*

candy *candies*

penny *pennies*

3. Write a sentence about each picture. In your sentence, use the word that is beside the picture. Add an ending to the word if you need to.



carry

The boy is carrying wood

(or other individual sentences)

The pony is running down the road



pony



try

The boy is trying to lift the balls

1. Write the list words.

hurt	surprise	hard
church	star	start
turn	car	started
burn	farm	warm

2. Write the best list word on the line.

A fire can burn you or warm you.

If you fall on the hard sidewalk, you may be hurt.

Dad got a surprise when the car wouldn't start.

We drove to my uncle's farm in the car.

Turn right at the corner where there's a big church.

3. Write the plural of each word.

farm farms

church churches

surprise surprises

burn burns

star stars

car cars

4. Write list words to go with each picture.



car
star
warm
burn



farm
car
turn

List Words

bird	bear	hurt	here	were
church	car	first	learn	winter
earth	deer	surprise	girl	farm
warm	started	star	turn	hard

1. Write a list word beside each definition.

not cold	<u>warm</u>	season after fall	<u>winter</u>
a grizzly	<u>bear</u>	before second	<u>first</u>
how a rock feels	<u>hard</u>	a robin is one	<u>bird</u>
grown-ups drive it	<u>car</u>	animal with antlers	<u>deer</u>
a big building	<u>church</u>	began	<u>started</u>
what you do at school	<u>learn</u>	cows are kept here	<u>farm</u>

2. Write the list words in alphabetical order.

- | | |
|------------------|---------------------|
| 1. <u>bear</u> | 11. <u>here</u> |
| 2. <u>bird</u> | 12. <u>hurt</u> |
| 3. <u>car</u> | 13. <u>learn</u> |
| 4. <u>church</u> | 14. <u>star</u> |
| 5. <u>deer</u> | 15. <u>started</u> |
| 6. <u>earth</u> | 16. <u>surprise</u> |
| 7. <u>farm</u> | 17. <u>turn</u> |
| 8. <u>first</u> | 18. <u>warm</u> |
| 9. <u>girl</u> | 19. <u>were</u> |
| 10. <u>hard</u> | 20. <u>winter</u> |

1. Write the right word on the line in the sentence.

1. The dog dug a hole and buried the bone.
bury buries buried
2. Cam said his box was heaviest of all.
heavy heavier heaviest
3. Watch while Liv copied the story into her book.
copy copies copied
4. Jerry's story was funnier than mine.
funny funnier funniest
5. It's my job to dry the dishes every night.
dry dries dried
6. Squirrels are the friskiest animals in the forest.
frisky friskier friskiest
7. The baby cries when she is hungry.
cry cries cried
8. Who will fry the eggs for lunch?
fry fries fried
9. We had lunch and then hurried home.
hurry hurries hurried
10. Find a shadier place than this one to rest.
shady shadier shadiest
11. Who carried the big box to school yesterday?
carry carries carried

2. Write the plural of each word.

city	<u>cities</u>	daisy	<u>daisies</u>	penny	<u>pennies</u>
cherry	<u>cherries</u>	story	<u>stories</u>	party	<u>parties</u>

1. Write the list words.

or	morning	door
horse	store	four
storm	score	work
born	before	world

2. Write list words that match the definitions.

opposite of play work
 opposite of after before
 opposite of evening morning
 opposite of died born

it comes before five four
 a large animal horse
 points in a game score
 bad weather storm

3. Write a list word to finish each phrase.

go to work
 a thunder storm
 a horse race
 big or small
 a map of the world

open the door
 three, four, five
score a goal
 a drug store
 early in the morning

4. Finish the story. Use as many list words as you can.

Early one morning I opened the door and Individual responses.

1. Write the list words.

football	football	grandmother	grandmother
baseball	baseball	grandfather	grandfather
birthday	birthday	outside	outside
nobody	nobody	another	another
sometime	sometime	upon	upon

2. Circle each root word in the list words you have written.
3. Write the two list words that have ball as one of the root words.

football

baseball

4. Write the list word that has some as a root word.

sometime

5. Write a compound word that is the opposite of outside.

inside

6. Write the list word that means the same as no one.

nobody

7. Write a compound word that means your father's mother.

grandmother

8. Write the list word that means the day you were born.

birthday

9. Write the list word that has foot as one root word.

football



swim

foot

rain

mail

base

bread

shine

coat

light

hat

band

bow

ball

box

day

birth

sun

wood



tub

snow

moon

room

robe

storm

rise

bath

star

suit

drift

basket



1. Compound words are words with two root words. Make as many compound words as you can using the words in the box above.
You will want to use some of the words more than once.

1. football

2. baseball

3. mailbox

4. sunrise

5. birthday

6. bathtub

7. basketball

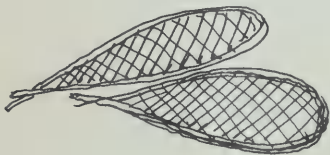
8. sunlight

9. starlight

10. bathroom

If you can make more than ten compound words, write the others in your notebook.

2. Write a compound word under each picture.



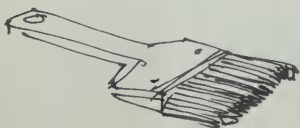
snowshoes



rainbow



football



paintbrush



baseball



wickbone

1. Write a paragraph for each picture. Try to use the list words under the picture.



Individual responses

born morning horse before



store door work storm



four before score world

2. Proofread each of your paragraphs.

- ☐ Did you spell every word correctly?
- ☐ Did you begin every sentence with a capital letter?
- ☐ Did you begin names with capital letters?
- ☐ Have you used periods or question marks at the end of your sentences?
- ☐ Is your handwriting carefully done and easy to read?

1. Write the compound words that match the definitions.

a storm when it rains

rainstorm

berries that are blue

blueberries

a plane that flies in the air

airplane

a man made of snow

snowman

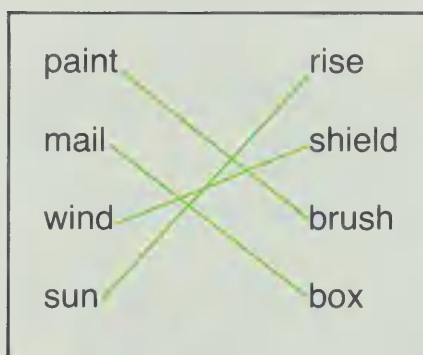
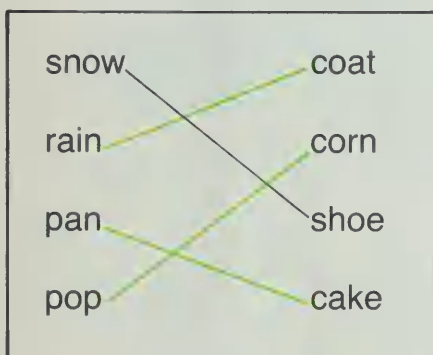
a paper that tells the news

newspaper

a bone for making a wish

wishbone

2. Make compound words by joining a root word in the first column to a root word in the second. The first one is done for you.



3. Use list words on page S12 to finish the sentences.

Your mother's parents are your grandmother and grandfather.

The day on which I was born is my birthday.

I have three pencils but I need another to have four.

My grandfather lives far away in South America.

Sometime I will go to visit him.

The dog ran outside and jumped onto the wagon in the driveway.

Nobody plays baseball in the winter.

1. Write the list words.

<i>even</i>	<i>beautiful</i>
<i>seven</i>	<i>finally</i>

2. Answer the questions. Use list words in your answers.



How do you know that the snow is deep?

The snow is even with the top of the car.

How many children are playing tag?

Seven children are playing tag.



3. Use a list word to complete each sentence.

Ron's hockey team was losing the game. The score was 7 to 6. Then Ron's team got another goal, making the score *seven* to *seven*. Now the score was tied. Once again the teams were *even*. The fans cheered loudly. They wanted their favorite team to score another goal. *Finally* Ron's team scored and won the game eight to *seven*.

4. Write three sentences telling what you think is beautiful.

Use this sentence pattern: The rose is beautiful.

Individual responses

The _____ is _____.

The _____ is _____.

The _____ is _____.

5. Write finally. Write its root word.

finally *final*

1. Write the list words.

ago	across
along	again
also	after
always	almost

2. Use list words to answer the questions.

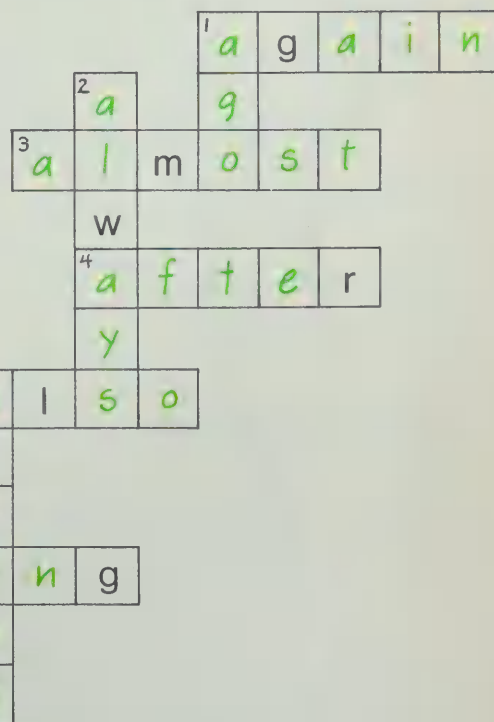
What is the opposite of never? always

What is the opposite of before? after

3. Complete the crossword puzzle. Write the list word that means the same as the underlined words in each sentence.

Across

- They liked the story so they read it once more.
- I have saved a little less than five dollars.
- Do you come behind Sam in the line?
- Barb has a new jacket too.
- Many people were strolling up and down the street.



Down




- It all happened a long time in the past.
- My brother teases me all the time.
- Our house is on the other side of the road.





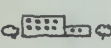

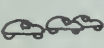
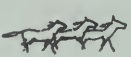

1. Write the list words.

rocket





planet

2. Write the words for the pictures.

The astronauts were in the  rocket. They were going to the  moon. The  people on the ground gave the signal to blast off.

The  rocket rose high above the  earth. When the astronauts looked down they could see  houses,  trees,  a school,  a church,  cars, and  horses on the  earth.

At last the astronauts landed on the  moon.



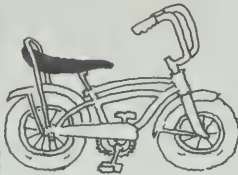


They got out of the  rocket and gathered some  rocks. Then they got back in the  rocket and came back to  earth.



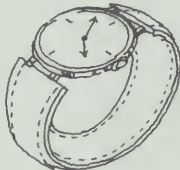


3. Close the sentences.

1. The sun shines in the daytime, and the moon shines at night. Stars twinkle at night.

2. The name of the planet we live on is Earth. Mars is the name of another planet.

1. The name of each picture is written in pronunciation symbols.
Write the words under the pronunciation symbols.

				
(kup)	(dogz)	(bīk)	(rok)	(siks)
<i>cup</i>	<i>dogs</i>	<i>bike</i>	<i>rock</i>	<i>six</i>

				
(snāk)	(āt)	(woch)	(bel)	(trē)
<i>snake</i>	<i>eight</i>	<i>watch</i>	<i>bell</i>	<i>tree</i>

2. Read the sentences. Write the words that are given in pronunciation symbols.

Pam has a pet cat. Sometimes Pam doesn't (nō) *know* where her cat is. The cat likes to (klīm) *climb* up on the roof of the house. One (dā) *day* it began to (rān) *rain* when the cat was on the roof. The cat started to (krī) *cry*. Pam and her (frend) *friend* heard the cat. They went outside but they couldn't (sē) *see* it. Then they called its name. Quick as a wink, the cat jumped off the roof and dashed into the house before the girls could (kach) *catch* it.

1. Write the list words.

yes	flying
you	very
by	hockey
try	good-bye

2. Write four list words that have the long vowel sound — i.

by
try
flying
good-bye

3. Write two list words that end in the letter y.

by
try

4. Answer the questions about each picture. Use list words in your answers.



What game are the children playing?

The children are playing hockey.

What are the children saying?

The children are saying good-bye.



What are the birds doing?

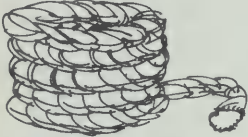

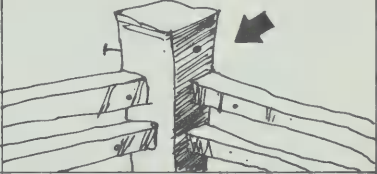
The birds are flying.



1. Write the list words.

cold	broke
colder	ghost
older	goes
hope	open

2. Write the name of each picture. Write the list word that rhymes with each picture word.

		
rope	toes	post
hope	goes	ghost

3. Say the name of each picture. Write the list words that begin with the same sound as each picture word.

		
hat	gate	cat
hope	ghost goes	cold colder

4. Write the right form of the word on the line. Add -s, -ed, -ing, -er, or -est when it is needed.

The children hoped that it wouldn't storm.

We're going to the shopping centre on the bus.

Is your sister older than you are?

The door opened slowly, and a strange green creature entered.

1. Write the list words.

of	ones	o'clock
only	many	until

2. Write the list word that tells about time. o'clock

3. Write the list word for each pronunciation symbol.

(ov) of (wunz) ones

4. Write a list word in each sentence.

A fat clown was the leader of the parade.

The parade started at nine o'clock.

There were many people at the parade.

Cars couldn't move on the street until the parade was over.

5. Write a list word that rhymes with each underlined word.

The children and the teachers were waiting outside the school. It was nine o'clock and the caretaker couldn't unlock the door.

My dog was lost for only one day, but I was very lonely without it.









We didn't have any plants in the classroom so we planted some seeds. Now we have too many plants so we're giving some away.

We bought some buns at the bakery. They were the ones you eat with hamburgers.

1. Write the list words.

favorite	robin
animals	monkey
chicken	elephants

2. Write words for the pictures.

At the zoo, the children saw two  monkeys playing with a  football. They saw three  elephants squirting water through their trunks. The children also saw a  monkey sitting on an  elephant. The  monkey was eating a  banana. So was the  elephant.

3. Write the word **favorite** in the first space in each sentence.
Use your own words to finish the sentence.

Individual responses

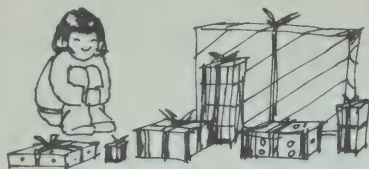
- My _____ food is _____.
- My _____ TV program is _____.
- My _____ book is _____.
- My _____ animal is _____.
- My _____ person is _____.

4. Write the list words in alphabetical order.

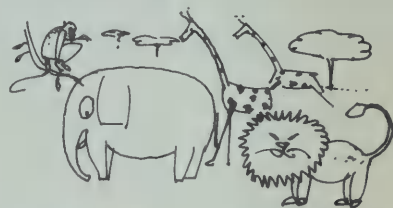
<u>animals</u>	<u>favorite</u>
<u>chicken</u>	<u>monkey</u>
<u>elephants</u>	<u>robin</u>

1. Write a paragraph to go with each picture. Try to use the list words that are written under the picture.

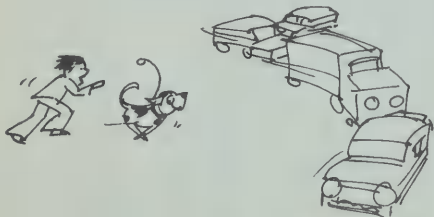
Individual responses



seven open
presents very



favorite beautiful
animals another



broke hope
across try

2. The name of each picture is written in pronunciation symbols. Write the words under the pronunciation symbols.



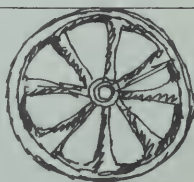
(krō)

crow



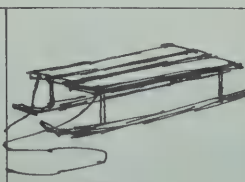
(rōz)

rose



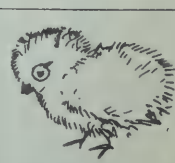
(wēl)

wheel



(slā)

sleigh



(chik)

chick

1. Write the list words.

boat	off
road	build
fast	straw
dust	

2. Write a sentence for each picture. Underline the list words that you use in your sentences.



The children can build a tower
but some blocks fell off.

We went to see the boat.



I can drink through a straw.



3. Write a list word in each sentence. Add -ed, -ing, -er, or -est when it is needed.

The big building was very tall. It had twenty floors.

A car is faster than a bike, but an airplane is
fastest.

They swept the floors, then dusted the furniture.

The dish fell off the table and broke.

The farmer put straw on the barn floor.

1. Write the list words

clothes	dinner
threw	summer
that's	rabbits
better	

2. Write the list word that means:

a warm time of year summer things to wear clothes
animals with long ears rabbits a meal dinner

3. Answer the questions. Underline the list words that you use.



What did the monkey do?

The monkey threw peanuts
to the children.

What are the children doing?

The children are giving
the rabbits their dinner.








4. Write a list word in each sentence.



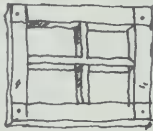


I was sick yesterday, but I am feeling better today.

We wear warm clothes in the winter and cool
clothes in the summer.





What did you eat for dinner?

1. The name of each picture is written in pronunciation symbols.
Write the words under the pronunciation symbols.

				
(rōp)	(nīn)	(gōt)	(dēr)	(gōst)
<i>rope</i>	<i>nine</i>	<i>goat</i>	<i>deer</i>	<i>ghost</i>

				
(līt)	(klok)	(windō)	(hil)	(bol)
<i>light</i>	<i>clock</i>	<i>window</i>	<i>hill</i>	<i>ball</i>

2. Write the word to match each picture.

			
<i>rabbits</i>	<i>monkey</i>	<i>car</i>	<i>rockets</i>

3. Write the words that are given in pronunciation symbols.

The children can (bild) *build* a tower with (bloks) *blocks*.
They'll use (fiv) *five* big (wunz) *ones* for the bottom.
The girl can (māk) *make* a (bōt) *boat*. She'll
(pānt) *paint* it (grēn) *green* and (yelō) *yellow*.
The boy will (rīt) *write* a story about his (kat) *cat*.

1. Write the names of the days that you go to school.

Monday
Tuesday
Wednesday

Thursday
Friday

2. Write the names of the days on the weekend.

Saturday

Sunday

3. Write the names of six months that have 31 days.

January
March
May

July
August
December

4. Write the name of the month that has the fewest days.

February

5. Write the names of the months that have 30 days.

April
June

September
November

6. Complete the sentences.

Individual responses

My birthday is on _____.

My favorite month is _____ because _____.

My favorite day is _____ because _____.

1. Write the list words.

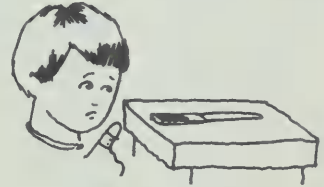
Sunday	happened
holiday	different
finger	

2. Write a sentence for each picture. Underline the list words you use.



We are leaving for a holiday
on Sunday.

The boy happened to cut his finger.



3. Write the word that means:

not the same different a part of a hand finger
The day before Monday Sunday took place happened

4. Write a paragraph about going on a holiday with your family.
Proofread it with a partner.

Individual responses

Spelling List

across	car	ghost	o'clock	staying
after	chicken	girl	of	store
again	children	goes	off	storm
ago	church	good-bye	older	straw
air	clothes	grandfather	ones	summer
almost	cold	grandmother	only	Sunday
along			open	surprise
also	day	happened	or	
always	deer	hard	outside	that's
animals	different	hay		their
another	dinner	here	planet	there
	door	hockey	play	threw
baby	dust	holiday	played	to
baseball		hope	playing	try
bear	earth	horse	present	turn
beautiful	elephants	hurt		two
because	even		rabbits	
before		lady	rain	until
better	family	learn	road	upon
bird	farm		robin	
birthday	fast	many	rocket	very
boat	favorite	may		
born	finally	monkey	said	wait
broke	finger	morning	score	warm
brother	first	Mr.	seven	way
build	flying	Mrs.	sister	were
burn	football		sometime	winter
by	four	nobody	star	work
			start	world
			started	
			stay	yes
			stayed	you

Spelling List

about	face	jump	people	these
am	fall	jumped	place	they
asked	feed		pool	things
ate	fell	know	pull	think
	felt		puppy	through
ball	find	lake		too
bell	fishing	landed	read	top
best	five	late	real	tree
bike	flower	life	rock	try
book	food	lights	room	
bought	friend	like		walk
boy	funny	likes	same	walked
bright		little	sat	walking
brown	gets	live	school	wanted
by	getting	lives	set	wasn't
	gives	look	shadow	watch
call	grade	looked	sick	week
called	ground		six	well
camp		mad	sleep	went
can't	hand	make	snake	wheel
catch	happy	makes	space	when
cats	have	making	still	where
climb	having	men	sun	who
come	high	met	supper	why
comes	hill	milk	swim	window
coming	hit	moon	swimming	would
dad	hot	much		wouldn't
didn't	house	my	take	write
dive			takes	
dog	I	named	taking	zoo
don't	I'll	next	talk	
	it's	nice	teach	
each		nine	teacher	
eight			tell	
end		our	ten	
		out	then	

PE 1117 T49 1977 GR-03 LEV-7
WKBK- TCH-ED- C-2
THORN ELIZABETH A
EXPRESSWAYS

39586069 CURR



000011580297

RECOMMENDED FOR USE
IN ALBERTA SCHOOLS

PE 1117 T49 1977 gr.03
lev.7 wkbk. tch.ed. C. 2
Thorn, Elizabeth A.
Expressways :
39586069 CURR



B15363

LEVEL 7

TEACHER'S EDITION

ISBN 0-7715-5973-9